DOCUMENT RESUME

ED 301 698 CE 051 463

TITLE	Adult Basic Education Curriculum Guide ABE-01. ABC's: Accountability, Basics, Citizenship.
INSTITUTION	Cincinnati Public Schools, Ohio.
PUB DATE	88
NOTE	410p.; For a related document, see CE 051 464.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Adult Counseling; Behavioral Objectives; *Computer Literacy; *Coping; Curriculum Guides; Guidance; *High School Equivalency Programs; *Language Arts; Learning Activities; Listening; Mathematics Education; Reading Instruction; Speech; Spelling; Student Evaluation; Writing (Composition)

ABSTRACT

This curriculum guide provides teachers and ABC's: Accountability, Basics, Citizenship. Basic Education (ABE)/General Educational Development (GED) students. Chapter 1 provides guidance/evaluation procedures to help the teacher maintain and document the entrance level and progress of the students. Chapter 2 focuses on specialized guidance procedures. Chapters 3 and 4 on language arts and mathematics, respectively, comprise the core of the ABE portion. The language arts chapter is divided into reading, oral communication, listening, writing, and spelling. Each of these areas as well as the chapter on mathematics is divided into Levels I, II, and III. Within each area, behavioral objectives are correlated with skills, activities and teaching strategies, and evaluative procedures. Chapter 5 is divided into the five distinct areas that comprise the GED program--reading/literature and the arts, mathematics, social studies, science, and writing skills. Materials for the reading and mathematics requirements are found in chapters 3 and 4. For the other areas, an outline of the areas to be covered is followed by the objectives/skills that are correlated with activities, and suggestions for evaluation. Bibliographies are provided. Chapters 6 and 7 pertain to computer literacy and coping skills. Again, objectives, activities, evaluative procedures, and a bibliography are provided for each area. (YLB)

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ED301698

ADULT BASIC EDUCATION

CURRICULUM GUIDE

BRANCH OF VOCATIONAL/CONTINUING EDUCATION

CINCINNATI PUBLIC SCHOOLS

1988

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ADULT BASIC EDUCATION

CURRICULUM GUIDE

ABE-01

BRANCH OF VOCATIONAL/CONTINUING EDUCATION

CINCINNATI PUBLIC SCHOOLS

1988

FOREWORD

In the age of rapid technological innovation and constantly changing lifestyles, it is imperative to address the needs of those adults and out-of-school youths who cannot successfully manage to complete their education within the customary time frame. The complexity of employment and life skills required to meet today's standards calls for the provision of a program which offers remediation, restraining and further development of critical thinking strategies.

The Adult Education Program for Cincinnati Public Schools focuses its sequentially-based curriculum on language and mathematics while fulfilling deficiencies in other content areas. It has been adapted to the needs and interests of the learner with the ultimate objective of producing citizens who can successfully participate in the process of setting and achieving goals.

The program, as reflected in the curriculum, should provide a nurturing mental and physical environment. A student hindered by pyschological barriers toward formal education and feelings of academic inadequacies can, through A.B.E., become stimulated, discover his imagination and increase his available opportunities in life. It is the District's conviction that by offering a soundly structured curriculum and professional instructional staff, the students in the community-based schools, correctional institutions and programs for out-of-school youths will use their newly acquired skills to contribute to the betterment of the community.

ACKNOWLEDGEMENTS

Grateful appreciation is expressed to the following persons who were involved in the development of this course of study:

Minnie Brown, LaVerne Fisher, Patricia Friedman, Carmen Johnson, Amy Krabbe, Lois Wiethorn and Betty Ottesen, Editor.

It was completed under the direct coordination and supervision of Jo L. Frazier.

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MISSION STATEMENT FOR CINCINNATI PUBLIC SCHOOLS

The Mission of the Cincinnati Public Schools is to prepare pupils for a lifetime of learning, growth and enrichment in a changing society. To achieve this mission, the Cincinnati Public Schools will provide each child with equal access to programs of educational excellence in socio-economically and racially integrated settings. Pupils will learn the essential knowledge, skills, and attitudes to be responsible and productive citizens who can achieve their highest potential and be prepared to respond to change in their lives. Pupils will learn respect for themselves and others. The pupils, teachers, administrators, parents, Board of Education, and general community share responsibility for the fulfillment of this mission.

Introduction to the A.B.E. Curriculum

The Adult Basic Education curriculum guide for Cincinnati Public Schools has been developed to provide a tool for teachers and paraprofessional staff to work effectively with A.B.E./G.E.D. students. The guide is meant to enhance instructional opportunities for the teenage high school dropouts and adult students who have not mastered sufficient skills or knowledge to achieve essential competence.

To best facilitate the teacher's understanding and gauging of the adult learner's needs, fears and expectations, a guidance section has been furnished. The guidance and evaluation procedures help the teacher to maintain and document the entrance level and progress of the students in compliance with state mandates.

The remainder of the curriculum is divided into four distinct sections: Adult Basic Education (A.B.E.), General Educational Development (G.E.D.), Computer Literacy, and Coping Skills. Computer Literacy and Coping Skills are two areas appropriate for students at all competency levels; the A.B.E. and G.E.D. sections are further subdivided.

Language arts and mathematics comprise the core of the A.B.E. portion. Reading, oral communication, the writing process and spelling are the key elements stressed in the comprehensive language arts program. The mathematics section begins with elementary mathematic computations and applications, progressing to advanced topics in algebra and geometry.

In the G.E.D. segment, a deeper study of the sciences, social studies and the writing process is covered to meet the requirements of the General Educational Development certificate, and an educated citizenry.

The last two units of the curriculum guide pertain to computer literacy and coping skills. Both sections reflect the need to equip students to function adequately in today's socially and technologically changing society.

The behavioral objectives, skills, activities and teaching strategies and evaluative procedures presented throughout the curriculum lend guidance while allowing flexibility for the individuality of the A.B.E./G.E.D. teacher. The utilization of the guide will aid instructors in affording quality education and the fulfillment of the philosophy as stated.

Each area is divided into Levels I, II, and III in compliance with State guidelines. Level I encompasses work for the student from grades 0-4.9; Level II covers work for the student from grades 5-8.9; and Level III offers material for the student working from grades 9-12.

For the convenience of the teacher, the levels are color coded as follows:

Level I - blue

Level II - pink

Level III - buff

Finally, the guide has been developed in loose leaf form for more flexible use by the teacher.

TABLE OF CONTENTS

Forward

Acknowledgement

Mission Statement for Cincinnati Public Schools

Introduction

Chapter One - GUIDANCE/EVALUATION PROCEDURES

Psychology of the Adult Learner/Counseling Principles

Initial Student Interview/Orientation

Records and Record Keeping

Testing and Evaluation

Individualized Prescribed Program of Instruction

Group Instruction

Retention and Follow Up

Chapter Two - SPECIALIZED GUIDANCE PROCEDURES

Personal and Group Guidance

Educational Counseling

G.E.D. Testing - Cincinnati Public Schools

Community Resources

Agency Classes

Enrollment of 16, 17 Year Old Students in ABE/GED Classes

Enrollment of 18 Year Old Students in ABE/GED Classes

Chapter Three - LANGUAGE ARTS

Reading

Overview

Level I

TABLE OF CONTENTS

Level II

Level III

Bibliography

Oral Communication

Overview

Level I

Level II

Level III

Listening Skills

Level I

Level II

Level III

Writing Skills

Overview

Level I

Level II

Level III

Bibliography

Spelling

Overview

Level I

Level II

Level III

Bibliography

TABLE OF CONTENTS

Chapter Four - MATHEMATICS

Overview

Principles of Teaching Mathematics to Adults

Goals of A.B.E. Mathematics Instruction

Level I

Level II

Level III

Bibliography

Chapter Five - GENERAL EDUCATION DEVELOPMENT (G.E.D.)

Overview

Summary of G.E.D. Reading Requirements

Summary of G.E.D. Mathematics Requirements

Summary of G.E.D. Social Studies Requirements

Social Studies Curriculum

Bibliography

Summary of G.E.D. Science Requirements

Science Curriculum

Bibliography

Summary of G.E.D. Writing Skills requirements

Mechanics of Writing

Application and Original Presentation (Writing)

Bibliography

TABLE OF CONTENTS

Chapter Six - COMPUTER LITERACY

Overview

Program Goals

Basic Programming Skills

Computer Literacy Curriculum

Bilbiography

Chapter Seven - COPING SKILLS

Overview

Curriculum:

Community Resources

Occupational Knowledge

Consumer Economics

Health

Government and Law

Bibliography

CHAPTER ONE

GUIDANCE/EVALUATION PROCEDURES

Chapter One - GUIDANCE/EVALUATION PROCEDURES

A. PSYCHOLOGY OF THE ADULT LEARNER/COUNSELING PRINCIPLES

Adult Basic Education is a compensatory program designed to serve primarily the undereducated adult and out-of-school youth. Most A.B.E. students have experienced failure in school and life situations. Therefore, it is essential that the teacher make the student feel important. "He/She should not be made to feel like just another student, nor like a reject, a loser, an underachiever, a dropout, an illiterate, an outcast, a welfare recipient, ad infinitum."[1] When A.B.E. students enter a school situation, it is often with trepidation since earlier educational experiences often ended in failure. The teacher must provide a secure atmosphere where the student will feel accepted and important.

Many, but not all, adult students will exhibit some of the following characteristics:

He may be:

- difficult to involve in an organized educational program.
- living under conditions of economic poverty.
- more likely than not below average in scholastic aptitude.
- more likely than not culturally deprived.
- motivated by both his financial needs and his status among his peers.

Further:

- His social values, attitudes, and goals may differ widely from the upper and middle class norms and he may harbor hostility toward social institutions, such as education.

- His motivation may be stifled because of his excessive failure in achieving the American values.

- He utilizes and reacts to non-verbal forms of communication to a greater degree.

Although out-of-school youth and undereducated adults have many similar characteristics, the out-of-school youth may exhibit some of the following traits:

He may be:

- impatient with his limitations.

- unrealistic in setting goals.

- more concerned with material possessions.

- interested in his capabilities as compared with others in his class.

- resentful of the class setting.

- unrealistic in his evaluation of his vocational aptitudes.

- more verbally than mathematically oriented.

It is important that the teacher understand the characteristics of both the adult and out-of-school youth in order to meet his needs while building a trust relationship.

The needs of the adult student need to be incorporated into the instructional program. In addition to the academic needs, the undereducated adult and the out-of-school youth have many of the same needs in order to become a more competent member of our society. These needs include the following:

- need of <u>self-esteem</u>.

- need of a successful experience in an educational program.

- need of motivation to broaden his horizons beyond today.

- need of an individualized program of learning that will assist him in his area of weakness without jeopardizing his status among his fellowmen.

The teacher must be sensitive to both the academic and non-academic needs of the students in his A.B.E. classroom. Some students, such as those with intense personal problems, mental disturbances, or alcoholic or drug addiction, will require specialized professional assistance. However, in the majority of instances, basic counseling principles can be used to help adults solve their personal problems or enhance their growth as competent human beings.

There are three essential counseling characteristics that the teacher should possess. These are as follows:

- The teacher must accept each adult totally. This does not mean the student's values or deviant behavior should be accepted, but that the teacher should respect the basic human dignity of the adult and understand his ideas, feelings, and values.
- The teacher must be able to emphatically understand. Emphatic understanding is not sympathy. It is trying to understand how the other person perceives. This is essential when helping persons from a different ethnic, cultural, or economic backgrounds, as values and perceptions of reality often differ from those of the teacher.
- The teacher must be able to form a meaningful relationship with each adult learner. A trusting relationship between teacher and adult is crucial. Once this relationship has been established, the teacher is able to help the student grow as a competent adult.

[1]Dr. John E. George, "Reading Instruction for Illiterate Adults," Strategies and Responsibilities in Adult Basic Education, State of Ohio, Department of Education, 1973.

Characteristics of Adult Learners and Out-of-School Youth taken from Adult Basic Education, Curriculum Bulletin Number 600, Division of Continuing Education, Cincinnati Public Schools, 1968.

B. INITIAL STUDENT INTERVIEW/ORIENTATION

The initial student interview serves a two-fold purpose. It is the first step in building a relationship with the adult learner, and it provides the teacher with information which will be important in establishing an individualized instructional program. Although class location and teacher style will determine rapport established in the first teacher-student contact, the following points should be included in each initial interview:

- Greet the adult learner and welcome him/her to your classroom.
- Make a point of learning the student's name as quickly as possible.
- Ask him/her to complete a Personal Data Sheet (See section on Required Records and Reports, page 37 .)
- Observe the learner's behavior to see if he needs any assistance in completing the form. When you are responsible for your own testing, this will help you decide which evaluation instrument to use. (See section on Testing and Evaluation, page ____.)
- Sit down and discuss items on the Personal Data Sheet. This will give you the opportunity to discover information about his background and educational goals.

- Explain that any personal information requested will be kept confidential. The information is necessary for program funding. The data for the entire program is submitted in a state report, and names are not included in this report.
- Ask questions about responses on the Personal Data Sheet to clarify any misinterpretations or to gain additional information about the student's goals.
- Use the Personal Data Sheet as a counseling tool to locate any personal problems which might interfere with his instructional program.
- Make it a habit to give the entering student a minimum of five minutes of undivided, individual attention in this first meeting.
- If you are unable to give immediate attention to the newcomer to your class, have another student talk with him until you are able to sit down and conduct the interview. DO NOT leave the new learner feeling neglected, isolated, and frustrated.
- Interpret any available standardized test scores to the student. Help him realize that the scores indicate a possible starting point for instruction, and that progress will depend on many factors, such as learning ability, retention, time for study at home, health, personal motivation, etc. Explain to him that he will learn at his own pace.

- Always remember the adult learner is over-sensitive. It is your responsibility to ease his anxiety.

The next step is to orient the student to the instructional procedures and rules which are applicable to your particular classroom situation. The specifics of the orientation will vary according to class location and teacher classroom organization. Usually the teacher conducts a general group orientation when meeting his class for the first time. During the rest of the school year, classroom/program orientation is usually done as individual students enter the classroom. (Formal orientation sessions are conducted for students attending classes at Community Correctional Institution, Hamilton County Justice Center, McMillan and Queen City Vocational Center.)

The following items should be included in your orientation:

- Explain the purpose of entrance testing when you are in class location where you are responsible for your own testing.
- Explain the concept of individualized learning. (See section on Individualized Prescribed Program of Instruction, page 21 .)
- Show how classroom materials are organized.
- Explain what his classroom responsibilities are in relation to:

  sign-in sheets
  student record keeping
  attendance
  self-pacing his work
  seeking teacher help
  handling books, materials and equipment
  mature classroom behavior.

- Inform him of rules and regulations applicable to your

building location. Often adult learners are hesitant to ask questions and this knowledge could save them from being embarrassed.

C. RECORDS AND RECORD KEEPING

The maintenance of complete records is important for the success of the Adult Basic Education program. There are three basic reasons that complete records are necessary.

- Program funding is contingent upon facts reported to the Office of Federal Assistance, Ohio State Department of Education. Documentation of your adult learners' achievements - academic, economic, and coping skill competencies - usually equate funds for program operation. This documentation is subject to audit by representatives of the funding sources.
- Since goal setting is both a priority and a foundation of the instructional program, there is no other option but to document the student's progress. This helps him see his progress and achievements, preventing frustration and separation.
- Careful record keeping is a stated part of the teacher's job description.

Make sure you are aware that the following records must be maintained:

- Yellow Class Register - This is your official class record and may be referred to years later. Please include a key which explains any abbreviations you may use. It is important to maintain a neat register.

- Student folder containing:

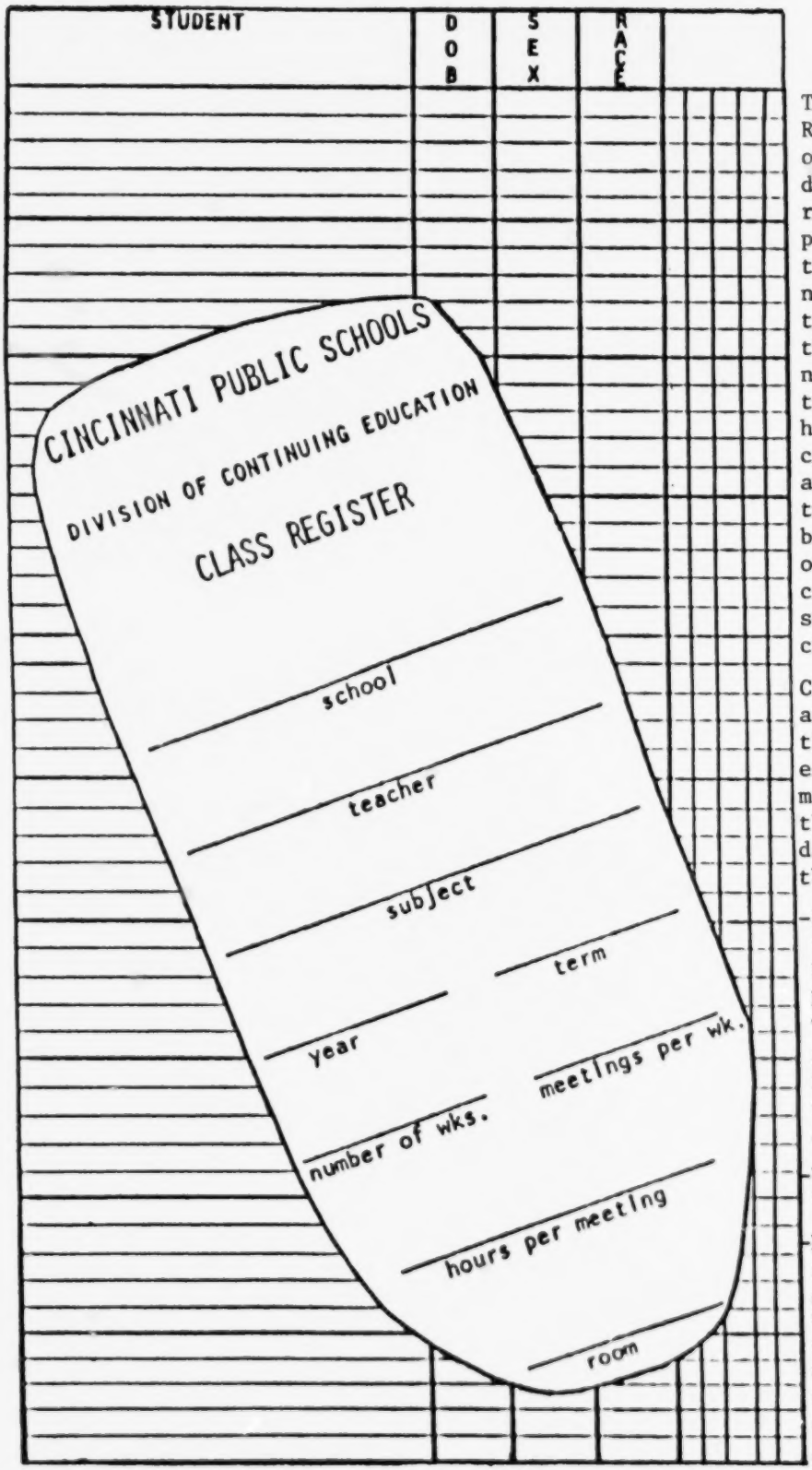
  Personal Data Sheet
  Individual Prescription Sheet
  Test Results

- Monthly Attendance Report

- Program Impact/Quarterly or Semester Report

- Other reports as assigned.

Yellow Class Register



The Yellow Class Register is your official class document. This register must be prepared and maintained for permanent filing with the understanding that it might be necessary to refer to it some years hence for verification of attendance. It is to be turned into your building principal or supervisor upon completion of the school year or a class closing.

Class Registers are provided for the teachers to establish class membership. Enter the names of students appearing on the class register.*

-Be sure to record the student's birthdate in the D.O.B. column. This is often very important in cases requiring careful identification of a student.

-Under sex mark "M" or "F".

-Race should be indicated with the symbols: "B" (Black), "W" (White), "A" (Asian), "H" (Hispanic), "I" (Indian), etc. to match Impact Report.

*Include dates of attendance, withdrawal, reason for withdrawal or completion, if that is the case.

CINCINNATI PUBLIC SCHOOLS

DIVISION OF CONTINUING EDUCATION

CLASS REGISTER

_____
school

_____
teacher

_____
subject

_____ _____
year term

_____ - _____
number of weeks meetings per week

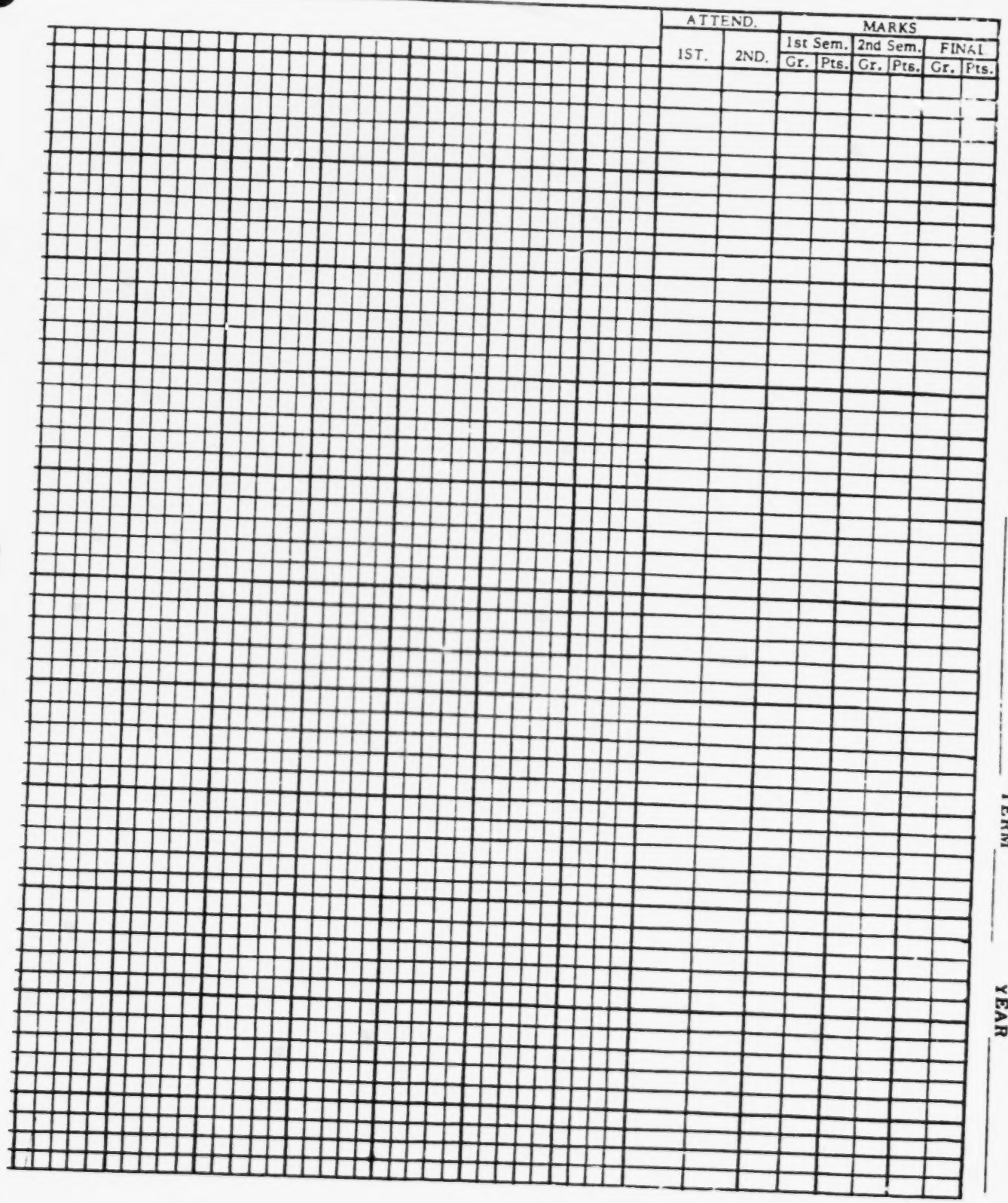
_____
minutes per meeting

_____
room

Cat No. 7948 (5-74)

PUPIL Last Name First	D.O.B.	ATTENDANCE AND GRADES

TEACHER _____ SUBJECT _____ TERM _____ YEAR _____



MARKING PRACTICES FOR CREDIT BEARING COURSES

The uniform grading system for all credit bearing courses sponsored by the Division of Continuing Education is based upon a quality point plan in which A=4, B=3, C=2, D=1 and F=0. Each teacher must keep an accurate grading record for each term. This record must clearly designate not less than three (but preferrably more) grades of approximately equal weight per semester. From these grades a semester quality point average is to be derived. The first and second semester quality point figures are to be averaged, according to the scale below, to determine the final course grade. However, if a pupil fails the second semester he fails the course—irrespective of his final average.

Quality point ranges for letter grades (semester or year):

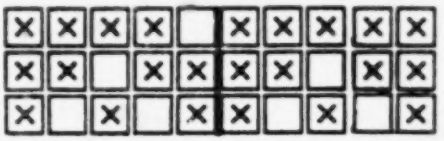
A = 3.51 - 4.00	C = 1.51 - 2.50
B = 2.51 - 3.50	D = 1.00 - 1.50

In adult education courses credit is not awarded to pupils who miss more than one-fourth of the clock-hour requirement. For this reason it is most important that the teacher maintain a very accurate record of each pupil's attendance.

Note that there are columns for attendance as well as grades. These colums correspond to those on the pupil's permanent office record card. This 1st and 2nd semester attendance, 1st and 2nd semester and year letter grades and point averages must be completed for transcription to the office record card.

NOTES FOR USE

1. Prior to permanent enrollment keep grade and attendance records on the pupil's registration card.
2. Be sure to record the pupil's birthdate in the D.O.B. column. This is often very important in cases requiring careful identification of a pupil.
3. When a pupil withdraws, record the date of withdrawal and the reason, if known.
4. The space at the top of the columns for attendance and marks is left open so that it may be used at the teacher's convenience. There is ample space for almost all classes operated by the Division of Continuing Education. Illustrations of possible use are shown below.



Classes meeting four or five evenings or days per week

Classes meeting twice weekly

Classes meeting once weekly

5. Tests and assignments which are major components of a semester's grade must be clearly identified.

SPECIAL NOTE: This register must be prepared and maintained for permanent filing with the understanding that it might be necessary to refer to it some years hence for verification of credit based upon grades and attendance.

Student Folder

A separate folder must be maintained for each student. The following documentation is needed for each person enrolled in your class. Remember, a student is enrolled upon completion of 12 hours of classroom instruction.

- Personal Data Sheet: This form provides statistical and background information on the student. It must be filled out completely on both sides when the student enrolls in your classroom. The student fills out the front side of the Personal Data Sheet and the teacher fills out the back. The entry column "E" is checked when student enrolls and the termination column "T" is checked when student leaves program or has achieved goal.

  A copy of the form follows this page.

1987 - 1988

PERSONAL DATA SHEET

ADULT BASIC EDUCATION
Voc/Cont Education Branch
Cincinnati Public Schools

Student Name _____
Date of Entry _____
Soc. Sec. # _____

Street Address _____
City _____ State _____
ZIP _____ Phone _____

Registered to Vote ____yes ____no

Number of children in household _____

Veteran ____yes ____no
Citizen ____yes ____no

Date of Birth _____
Place of Birth _____
Age _____

Marital Status ____single ____married ____divorced ____separated
____widowed ____common law

High School Graduate:
____no - Highest grade completed _____
____yes - School _____

GED Certificate Received:
____no
____yes - Year received _____

Other Educational/Vocational Training Received:

_____

_____

Receiving Public Assistance:
____no
____yes - Type _____ _____

Employed:
____no
____yes - Employer _____

What was the last job you held? _____
What was the longest job you held? _____
What job did you like best? _____
What are your career/educational plans? _____

_____

Why have you enrolled in Adult Basic Education? _____

_____

Who referred you to the Adult Basic Education Program? _____

PLEASE DO NOT WRITE ON THE OTHER SIDE OF THIS FORM

FOR TEACHER USE ONLY: Impact Report Data

Student Name_____ Age_____ Race_____

Sex:_____Male _____Female Identified Learning Disability: _____Yes _____No

Birthplace: _____Ohio _____Other State _____Foreign Born Immigrant_____Yes _____No

Observable Physical Handicap:_____Yes _____No Other Handicap:_____Yes _____No

Referred to ABE by_____

Reason for participation in ABE: _____To get a job _____To get better job _____To get off public assist.

_____To aid child w/school work _____To qualify for Educ/Voc Prog. _____To study GED

_____Personal satisfaction _____Improve speaking, reading, writing of English

Other (Specify)_____

Reason for separation/termination from ABE_____

QUARTER(s) ENROLLED	1st		2nd		3rd		4th		SUM	
Entry/Termination Date	E	T	E	T	E	T	E	T	E	T
STUDENT STATUS										
Employed										
Unemployed										
Public Assistance										
Institutional Class										
English/Foreign Born Class										
INSTRUCTIONAL LEVEL (I = 0 - 4.9; II = 5 - 8.9; III = 9 - 12.9)										
Reading										
Mathematics										
English										
Total Battery Score										
IMPACT STATISTICS										
Improved skills/Personal satisfaction										
Learned rdg., writing, math (I or II)										
Graduated Adult Secondary Ed.										
Passed the GED										
Learned Eng. (Foreign Born)										
Enrolled in other Ed/Voc Prog.										
Obtained a job										
Job Upgrade/Salary increase										
Registered/Re-registered to vote										
Received U.S. Citizenship										

Student had less than 12 contact hours but completed objective: ___yes ___no

23

Individual Prescription Form

An individualized instructional program must be developed for each adult learner and recorded on this form, or you may keep the prescription recorded on an index card, grouped with others in the class in a file box for easy access. (See following pages for facsimile of each form.) A copy of this form should be given to each student so he knows exactly what his assignment is. When the student leaves the class the prescription card should be placed in the student's folder with the personal data sheet and test results.

Test Data Profile

Sheets for all standardized tests must be kept in the student's folder. If he is not able to take a standardized test and an informal test is given, a written evaluation must be included. All test results are necessary to document progress. (See section on Testing and Evaluation, page 37 .)

Monthly Attendance Report

This report is to be sent to the appropriate supervisor on the last class day of each month. This report includes the following information:

1. CUMULATIVE ENROLLMENT - Refers to the total number of different students, since the beginning of the current fiscal year have either (1) received twelve or more program contact hours or (2) met their objective in less time.
2. ACTIVE MEMBERSHIP - Refers to those students who attended classes regardless of the number of hours of their participation.

3. STUDENTS' AVERAGE ATTENDANCE - The total number of students attending during the month divided by the number of class sessions gives the students' average attendance.

4. STUDENTS WITHDRAWN THIS MONTH - Refers to those students who were enrolled in class but did not attend or make contact within a 4-week period.

5. NEW STUDENTS - Those students enrolled during this month for the first time in your class this year, use this column. They must have received twelve or more program contact hours.

6. COMPLETERS - Students in class less than 12 hours who did complete their objective.

The figures on the report may be checked with the following formulas:

Cumulative enrollment =

The total of New Students column, plus the total of Less than 12 Hours Completers column.

Active Enrollment =

This month's Cumulative Enrollment, minus total withdrawals for all months.

Adult Basic Education Quarterly Impact Report

This report is a compilation of statistical data for the total classroom enrollment.

On page 1 of the report all students in the first quarter will be reported. In subsequent quarters or semesters, report only students who have enrolled after the last quarterly report was filed. The totals in squares #15 and #63 will equal the unduplicated count, #128.

On page 2, the Reasons for Participation, Impact Statistics and Participant Progress Tables may be duplicated to reflect total enrollment for that quarter or semester.

On page 3, the Reasons for Separation may also be duplicated.

Complete the white copy of the Impact Report and retain for your records. Duplicate the information on the gold copy and return to designated person.

Do not write in any of the blank squares or rectangles on the first page of the report.

Other Reports:

The teacher is responsible for any other reports requested by the building principal or supervisor.

Samples of the forms may be found on the following pages.

ADULT BASIC EDUCATION
Monthly Attendance Report
School Year: 19 ___ - 19 ___

TEACHER _____

CLASS LOCATION _____

DAYS/TIMES _____

MONTH	CUMULATIVE ENROLLMENT	ACTIVE ENROLLMENT	# AVERAGE ATTENDANCE	# WITHDRAWN THIS MONTH	# NEW STUDENTS	LESS THAN 12 HRS COMPLETERS
September						
October						
November						
December						
January						
February						
March						
April						
May						
June						
July						
August						

1. CUMULATIVE ENROLLMENT - Refers to the total number of different students, since the beginning of the current fiscal year, have either (1) received twelve or more program contact hours or (2) met their objective in less time.

2. ACTIVE MEMBERSHIP - Refer to those students who attended classes regardless of the number of hours of their participation.

3. STUDENTS AVERAGE ATTENDANCE - Divide the total number of students attending this month by the number of class sessions in the month.

4. STUDENTS WITHDRAWN THIS MONTH - Refers to those students who were enrolled in class but did not attend or make contact within a 4 week period.

5. NEW STUDENTS - Those students enrolled during this month for the first time in your class for this year, use this column.

6. COMPLETERS - Students in class less than 12 hours who did complete their objective.

ADULT BASIC EDUCATION
Quarterly Report

QUARTER:_____

Instructor_____

Location/Time_____

AGE	Male	Female	Total
16-24	1	6	11
25-44	2	7	12
45-59	3	8	13
60 +	4	9	14
TOTAL	5	10	15

REFERRED BY:

16_____Advertising
17_____Bureau Emp. Serv.
18_____BVR
19_____CCI/HCJC
20_____Cinti. Pub. Schools
21_____Friend/Relative
22_____JTPA
23_____Juvenile Ct.
24_____Recruitment
25_____Traveler's Aid
26_____Voc. Trng. Prog.
27_____Workfare
28_____Other Welfare
29_____Other (Specify)
_____
_____

Level	Alaskan Amer/Ind	Black	Pacific/ Asian	Hispanic	Other White	TOTAL
I 0-4.9	40	44	48	52	56	60
II 5-8.9	41	45	49	53	57	61
III 9-12.9	42	46	50	54	58	62
TOTAL	43	47	51	55	59	63

VETERANS:

30_____Yes 31_____No

HANDICAPPED ADULTS

32_____Yes 33_____No

OBSERVABLE PHYSICAL HANDICAP

34_____Yes 35_____No

IMMIGRANTS

36_____Yes 37_____No

RESIDENCE

38_____Urban 39_____Rural

BIRTHPLACE:

64_____Ohio 65_____Other State 66_____Foreign

LEFT SCHOOL:

67_____0-4 68_____5-8 69_____9-12

27

35

STUDENT STATUS

	Entry	Termination
Employed	70	75
Unemployed	71	76
Public Assist.	72	77
Instit. Class	73	78
Foreign Born Class	74	79

REASONS FOR PARTICIPATION

80_____To help get a job

81_____To get a better job

82_____To get off Public Assist.

83_____To aid child w/schl work

84_____To qualify for Educ/Voc Prog.

85_____To study GED

86_____Personal satisfaction

87_____Improve speaking, reading, writing of English

88_____Other (Specify)

_____

_____

_____

IMPACT STATISTICS

89_____Improved skills/Personal satis...

90_____Learned rdg., writing, math (I or II)

91_____Graduated Adult Secondary Ed.

92_____Passed the GED

93_____Learned Eng. (Foreign Born)

94_____Enrolled other Ed/Voc Prog.

95_____Obtained a job

96_____Job Upgrade/Salary Increase

97_____Registered/Re-registered to vote

98_____Rec'd U.S. Citizenship

PARTICIPANT PROGRESS

	Entry Level	Completed Separations	Separations-Incomplete	
			Class Open	Class Closed
Level I	99	103	107	111
Level II	100	104	108	112
Level III	101	105	109	113
TOTAL	102	106	110	114

REASONS FOR SEPARATION

Incomplete:

115 _____ Health problems

116 _____ Child care problems

117 _____ Transportation problems

118 _____ Family problems

119 _____ Class location

120 _____ Lack of interest

121 _____ Instruction not helpful

122 _____ Time class scheduled

123 _____ Changed address or moved

124 _____ Other known reasons (Specify)

_____

_____

_____

125 _____ Unknown reasons

126 _____ TOTAL

127 _____ Number of children in household

128 _____ Unduplicated count

Completed:

129 _____ To take a job

130 _____ To take a better job

131 _____ To enter training prog.

132 _____ Discont. public assist.

133 _____ Improved to desired level

134 _____ Met other personal obj.

135 _____ Other known reasons (Specify)

_____

_____

136 _____ Unknown reasons

137 _____ TOTAL

138 _____ Number completing less than 12 hours/achieved objective

INSTRUCTIONAL HOURS

a. Aggregate Attendance for Quarter: _____

b. Number of Hours per Class session: _____

c. INSTRUCTIONAL HOURS: _____ 139
(multiply "a" x "b")

A guide used to check accuracy of Quarterly Report Figures

CHECKING IT OUT

Please check the accuracy of your report by making sure that:

#30 + #31 = #15
#32 + #33 = #15
#34 + #35 = #15
#36 + #37 = #15
#38 + #39 = #15
#16 thru #29 = #15
#63 = #15
#64 + #65 + #66 = #15
#67 + #68 + #69 = #15
#70 + #71 = #102
#75 + #76 = #102

#75 - #70 = #95
#71 - #76 = #95
#91 + #92 $\leq$ #105
#94 $\geq$ #131
#95 $\geq$ #129
#96 $\geq$ #130
#106 = #137
#110 = #126
#106 + #110 + #114 = #102

CCI Only

#73 = #102
#78 = #114

CONFIDENTIALITY:

All records are confidential. Public law and the Cincinnati Board of Education operate upon the following guidelines:

> "The records of the school concerning an individual student shall be used for the promotion of the welfare of the student and shall not be made available to any person or organization without prior written permission of the student's parent or legal guardian or from the student if he is over eighteen years of age, except directory information consisting of a student's name, address, date and place of birth, race, courses of study pursued, dates of attendance, last school of attendance, parent(s)' or legal guardian's name; however, no information shall be released regarding a student whose parent(s) informs the school that his prior written permission shall be necessary."
>
> Section 5122.1
> Board Policies
> Cincinnati Board of Education

If you have any questions or concerns about releasing student information, please contact your building principal or supervisor to make certain your actions comply with board policy and public law.

Access and Storage of Records

The adult learner folders are permanent records which must be maintained. The following procedures should be followed:

- If you have locked storage space in your classroom, the records can be maintained in that location.
- If you have a community based class location, the records can be maintained in that location if you have locked storage space.
- If you resign from the program or if your class is closed for any reason, contact your supervisor as to the proper procedure for disposition of records.

D. TESTING AND EVALUATION

Many adult learners are anxious about taking tests. It is important to remember that many of them left school because of academic failure. A testing situation can be a reminder of academic failure and create an unusual amount of stress. The teacher should try to create a relaxed atmosphere and emphasize that there is no failure on this test to make the experience as non-threatening as possible. It should be explained that the test is to help identify a level at which instruction in the various skill areas should begin. You may wish to tell the testee, "This is not a pass/fail test. You can't fail it. It is simply to let me know where to start you." One way to help reduce test-taking stress in the adult learner is go over the following test-taking tips before scheduling the test. (These tips are also helpful for those preparing to retest, take the General Educational Development (G.E.D.) test, or other important standardized tests.)

- Arrive on time for the test and make sure that you are rested.
- If you forget your glasses or don't feel well, ask to be tested on another day.
- Be prepared with pencil and scratch paper.
- Ask any questions you may have before you start.
- Find out if you will be penalized for guessing.
- Find out the time limits, if it is a timed test.
- Listen to the directions carefully and follow them exactly.
- Work as quickly as you can without making mistakes.

- Objective tests are often arranged in order of difficulty, so it is usually better to finish one item before going on to the next.
- If multiple choice questions have four possible answers, usually one is unrelated and one is incorrect. You must decide which of the two remaining answers is more correct.
- Try not to skip around. If you are really stuck, put a mark by the item on the answer sheet and go back to it if you have time at the end of the testing period.

Taken from Cabell Unit I - Assessment Series 1-5
Cincinnati Public Schools

Individualized instruction is based upon the use of testing as a diagnostic technique for planning and implementing an instructional program which meets the unique needs of the student. Testing is a crucial part of this process. There are several testing instruments available for use. These instruments must be matched with the special instructional and emotional needs of the student. The following guidelines will help the teacher to determine the specific instrument utilized.

- The Tests of Adult Basic Education, Level M. Forms 3, and 4, McGraw-Hill are appropriate for most adults.
- Volunteers use the Follett A.B.E. Student Survey.
- If an adult learner has difficulty completing a Personal Data Sheet, this is an indication that an easier test needs to be administered. Tests available are TABE, Level E, Forms 3 and 4;

The Woodcock, Forms A and B, or the Wide Range Achievement Test (WRAT).

- If a student shows extreme test anxiety, it is appropriate to delay standardized testing until he feels comfortable with the classroom situation. An informal testing procedure can be implemented.
- If the student is working toward a specialized goal, other testing instruments are available for use. These include the TABE, Level D. Forms 3 and 4 and the official General Educational Development Practice Test.

If a teacher is not familiar with the tests available, the following test descriptions will help him select the appropriate instrument for diagnosis.

TABE Level M (Medium Difficulty)
Published by McGraw-Hill

The test of Adult Basic Education, Level M. Forms 3 and 4 is appropriate for most A.B.E. students. It covers grades three through ten. The test includes sections on Reading Vocabulary and Comprehension, Mathematics Computation and Concepts and Problems, Mechanics and Expression of Language and Spelling. The test takes two hours and twenty-nine minutes (reading, 53 minutes; mathematics, 79 minutes; language and spelling, 57 minutes). The test can be given in sections or as a whole.

The TABE M may be used with a group or an individual. The teacher will need an examiner's manual, test booklets, answer sheets, a profile sheet, and a timing instrument. The profile sheet contains an analysis of learning difficulties.

TABE Level E (Easy)
Published by McGraw-Hill

The TABE, Level E, Forms 3 and 4 covers grade levels one through five. Level E includes the same areas in reading and mathematics as does Level M. There is no language section. The test can be given in sections or as a whole. It can be used with an individual or a group. The timed test takes one hour and twenty-eight minutes (40 minutes for reading and 44 minutes for mathematics). The teacher will need an examiner's manual, test books, profile sheets and hand scorable answer sheets. The profile sheet contains an analysis of learning difficulties. This can be used for a student who might have difficulty with Level M.

TABE Level D (Difficult)
Published by McGraw-Hill

The TABE, Level D, Forms 3 and 4 covers grade levels 5.0 through 12.9. Level D includes the same areas as Level M. The test takes two hours and seventeen minutes (50 minutes for reading, 51 minutes for mathematics, 36 minutes for language). The teacher will need an examiner's manual, test books, answer sheets, and profile sheets. The profile sheet contains an analysis of learning difficulties.

Wide Range Achievement Test (WRAT)
Published by Psychological Corporation

The WRAT, was first standardized in 1936 and has two levels. Level I ranges from 5 years 0 months to 11 years 11 months. The range of Level II is from 12 years 0 months upward. The whole test--reading, mathematics, and language, takes 20 to 30 minutes. The reading takes 7 minutes. The test is given on a one-to-one basis with the teacher-counselor. The

student doesn't have to write anything. He simply pronounces a series of words. It is a relatively non-threatening situation and the test is quick and easy to score.

If the student is truly a non-reader, further testing would be useless. If the student can read a little but scores under 3.5 on the WRAT, you might arrange for the student to take the TABE, Level E. If the low-level student can take a written test, Level E is preferable to the WRAT in terms of diagnosing reading comprehension and arithmetic skills. However, the WRAT is a starting point.

A.B.E. Student Survey
Published by Follett

The Adult Basic Education Student Survey is also available to volunteers and A.B.E. teachers. This test covers grades one through seven and has two forms, A and B. The test includes reading comprehension, word recognition, arithmetic computation and arithmetic problems. This test was constructed for adults and it gives testing experience to the adult who is not test-wise. The test tries to be without cultural bias. Since the A.B.E. Student Survey is untimed, it is appropriate for the person who is intimidated by the time factor on the TABE. Frequently, these students are older people with little or no experience with standardized testing or people of any age who are nervous in a test-taking situation. The A.B.E. Student Survey comes with a teacher's manual, test booklets, and separate answer sheets. There is no profile sheet.

Woodcock Reading Mastery Test
Published by American Guidance Service

This test comes in forms A and B and covers grade levels zero through twelve. The test breaks reading into five subskills. These are Letter Identification, Word Identification, Word Attack, Word Comprehension, and Passage Comprehension. The teacher needs the test, an examiner's manual, and a response sheet. The test is oral and can be given to an adult who scores below 3.0 on the TABE. It provides a thorough breakdown of basic reading skills.

The Official G.E.D. Practice Test
Published by American Council of Education

The test has Forms A and B. It provides a simulated G.E.D. test in the five areas, Writing Skills, Science, Social Studies, Reading Skills, and Mathematics. The teacher will need an examiner's manual and answer sheets. A student with an average battery standard score over 45 and no score on any individual test under 35 will have a good chance of successfully completing the G.E.D. examination. This test should be given when the teacher feels the student is adequately prepared for the G.E.D. examination. It is also an excellent tool for diagnosing specific deficiencies within a given test area.

Predicator of Success for G.E.D. - GEPI
Published by Steck Vaughn

This is an untimed test that predicts with very good accuracy the probability of success on a G.E.D.

Retesting

Retesting is a crucial part of Individualized Instruction. This should

be done, in most cases, after the student has completed at least 150 hours of actual classroom instruction. However, the teacher has the flexibility to retest when he feels a significant amount of progress has been made. The retest should be, if possible, on an alternative form of the original testing instrument. Following the retest the teacher should schedule a counseling session with the student to explain the retest scores. If the student has made significant progress, the teacher should help him determine his next step.

E. INDIVIDUALIZED PRESCRIBED PROGRAM OF INSTRUCTION

The A.B.E. class closely resembles the one room school containing all grades and all subjects. However, all the students are adult learners over 16 years of age working on numerous subjects at different levels. The A.B.E. class should be oriented to meet the goals of each student through the use of individualized instruction. In a class of 20 students there may be a variety of individual goals such as learning to read, passing the G.E.D.; or level improvement for a training program, college or job.

Individualized instruction can include some group instruction. Some areas lend themselves to group instruction; plus, the group experience can develop necessary socialization and interpersonal relation skills. Information about utilizing group instruction may be found in the next section, page 53.

How does the teacher organize this variety of instructional activities? The heart of individualized instruction is the individualized prescription which is written for each adult learner following diagnosis of learning difficulties. The teacher may use standardized placement tests,

observation, Personal Data Sheets, conferences with the student and other diagnostic methods to develop the individualized prescription. The following steps may assist the teacher in prescription writing:

- Find out the learner's long range goal.
- Determine his learning objective.

  Base this on the long range goal of the learner and on diagnostic information.

  Select the subject area(s) in which proficiency is needed.
- List the needed skills in sequential order.
- Set short term goals.

  Identify one or two skills to become the short term goals which can be mastered soon by the learner.

  Adjust the size of the step to the ability of the learner.
- Decide what methods and materials to use.

  Know the available materials.

  Fit them to the learner.
- Write the prescription.
- Evaluate the prescription.

  Check progress with student.

(From How To Operate An Individualized Learning Center, Cleveland Public Schools, Division of Continuing Adult Education.)

It is essential for the teacher to remember that the Individualized Prescription Form is subject to constant review and change. In A.B.E. it is important that the teacher sit down periodically with each student to discuss progress in specific areas. If the original prescription is

INDIVIDUAL PRESCRIPTION FORM FOR: _____

TEACHER _____ SCHOOL _____ DATE _____

GOALS: EDUCATIONAL _____ CAREER _____ PERSONAL _____

TEST SCORES: CIRCLE SKILL AREAS IN WHICH IMPROVEMENT IS NEEDED.

DATE/TEST/FORM	READING VOCAB.	READING COMP.	TOTAL	MATH COMPUTATION	CONCEPT	TOTAL	ENGLISH MECHANICS	SPELLING	TOTAL	TOTAL BATTERY TOTAL
TEST GOALS										

PRESCRIPTION

DATE	SPECIFIC SKILL	MATERIALS USED	ASSIGNED PAGES CARDS, ETC.	DATE COMPLETED	EVALUATION-COMMENTS

Index card for Individualized Prescription.

Name:_____ Goal:_____

Entry Date: _____ Projected retest:_____

Test:_____

Assignment: Date Completed: Scores

Vocabulary:_____

Reading:_____

Math Computation:_____

Math Concept:_____

English:_____

Spelling:_____

Total:_____

ineffective, it should be modified to meet the needs of the student.

If there is a problem the teacher should always consider the following:

- IS THE PRESCRIPTION WORKABLE?

  The teacher should try out the prescription by doing each task as directed. Does the prescription ask too much of the learner at one time? Are the directions clear? Is the pace too slow? Too fast?

- IS THE PRESCRIPTION RELEVANT?

  Is the prescription adult oriented? Does it contain too much "busy work"? Does it provide practice or drill that is meaningful?

- IS THE PRESCRIPTION RIGHT FOR THE LEARNER?

  Is the assignment right for the way this adult learns? Does the student have trouble with the step-by-step operation?

- ARE THE SHORT TERM GOALS REALISTIC?

  Do they lead to mastery of the skills needed to reach the learning objectives? Will success come soon enough to encourage the student?

(From How To Operate An Individualized Learning Center, Cleveland Public Schools, Division of Continuing Adult Education.)

Most teachers provide each student with a copy of the individual prescription and encourage him to take the following responsibilities in the learning lab:

- Budget his time so that he works on several assignments in one session.
- Self-correct his own work as much as possible.
- Notify the teacher when he is ready to take a progress test or efficiency check.
- Keep accurate records of work he has completed.
- Learn how to use and store equipment and materials necessary for his instructional program.
- Ask the teacher for assistance when he encounters a problem.

The teacher must take the responsibility for all students in the learning lab using the following self-appraisal sheet.

SELF-APPRAISAL SHEET FOR THE ABE INDIVIDUALIZED LEARNING CENTER TEACHER

(check the appropriate column)

	Yes	No	As a Learning Center Teacher do I...
PROGRAMMING	☐	☐	Plan with the learner for long-term and short-term goals?
	☐	☐	Refer learner to community agencies when appropriate?
	☐	☐	Make learning realistic by using the learner's experiences?
	☐	☐	Integrate life skills (APL) into the ABE curriculum?
	☐	☐	Organize lessons sequentially so that the learning builds on previously acquired skills?
RESOURCEFULNESS	☐	☐	Develop materials that are innovative and adaptive?
	☐	☐	Use a variety of techniques to adapt to learning level?
	☐	☐	Develop materials on the spot or adapt portions of materials already available?
INSTRUCTION	☐	☐	Give instruction in short-term tasks to assure success at every step?
	☐	☐	Promote independence in choice of activities?
	☐	☐	Individualize instruction?
	☐	☐	Make instruction practical for the learner to put to use in daily activities?
CLASSROOM ATMOSPHERE	☐	☐	Show enthusiasm?
	☐	☐	Demonstrate self-control and patience?
	☐	☐	Show awareness of learner's interests?
	☐	☐	Recognize learner's cultural differences?
	☐	☐	Provide a listening ear to learner when needed?
	☐	☐	Promote input from learners ?
	☐	☐	Develop an awareness of symptoms of discomfort and anxiety in learners?
	☐	☐	Assess progress with each learner?
DIAGNOSIS AND EVALUATION	☐	☐	Diagnose educational needs of learners using a variety of means?
	☐	☐	Determine the instructional level of each learner?
	☐	☐	Keep accurate records of information and progress?
	☐	☐	Provide corrections tactfully through positive reinforcement?
	☐	☐	Follow up on the learner's difficulties?

From: How To Operate An Individualized Learning Center, Cleveland Public Schools

F. GROUP INSTRUCTION

Individualized instruction does not mean that there can be no group instruction. Group instruction can be implemented in small sub groups or with the entire lab. Remember that some adults attend class for both academic and social reasons. Group instruction allows for the development of social skills and oral communication skills. Do not, however, become too dependent on group instruction. Since all students are working on different goals at different levels, the excessive use of a large class group may result in frustration and cause the drop out rate to increase. The following examples are ways group instruction can be used to complement individualized instruction depending upon the teacher's style and classroom make-up.

- To review basic math skills.
- To learn new vocabulary words.
- To learn prefixes and suffixes.
- To discuss current events.
- To discuss television programs with educational values.
- To discuss vocational or career planning.
- To learn how to read the newspaper.
- For discussion of topics of interests.
- To work on APL skills.
- To learn new spelling words.
- To read aloud if there are several Level I readers.
- To engage small groups on one computer.
- To use instructional listening tapes.
- To practice listening skills.

G. RETENTION AND FOLLOW-UP

The A.B.E. teacher faces a unique teaching situation. A majority of adults attend class of their own volition. To hold the student the teacher must be sensitive to all his needs. As long as his needs are being met, the student will usually continue his instructional program. Sensitivity to the needs of the student and sincere concern for the total person are the keys to retaining class membership.

It is also important to realize that adults have many responsibilities and obligations as part of their lives. Their instructional program especially those functioning below the 6.0 level, should have relevance to everyday problems and situations. Therefore, it is important to remember the concepts of Competency Based Adult Education (CBAE) which provides for a more realistic transfer of training. When the teacher helps the student become more competent in his daily life, the student will realize the importance of continuing his educational instructional program. (See section on Individualized Instruction in the Learning Laboratory, page 42 .)

Some students drop out of class for positive reasons--employment, training, accomplishment of their goal or for negative reasons such as--personal problems, health, and child care. In an open entry/exit situation, there will be a constant turnover. Sometimes adults drop out of class for short periods of time and return. Others come for several sessions, but have not made the personal commitment to persevere. This means that the teacher must follow up on those who separate from the classroom.

Follow-up is essential to the program for four reasons:

- The teacher's concern over an absent student makes him feel good about himself and makes him more apt to return.
- Sometimes an adult will make a successful completion without notifying the teacher. Effective follow-up allows the teacher to prove the effectiveness of the program.
- If the student is having a problem which prevents him from attending the class, follow-up sometimes allows the teacher to assist him in overcoming these problems.
- The Quarterly Impact Report asks the teacher to account for the reasons for separation from the program. It is important to be as exact as possible in completing these reports.

CHAPTER TWO

SPECIALIZED GUIDANCE PROCEDURES

Chapter Two - SPECIALIZED GUIDANCE PROCEDURES

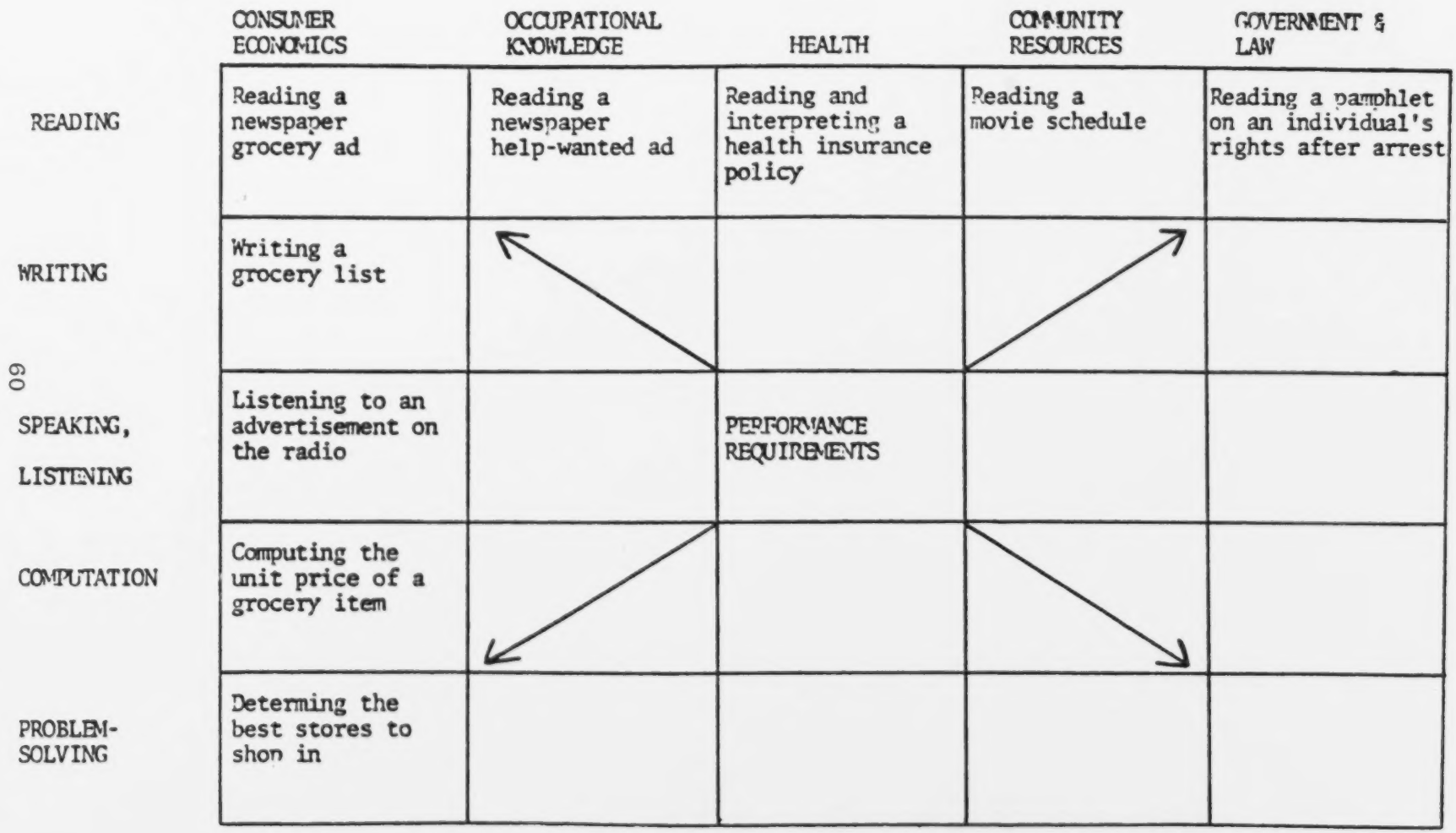
A. PERSONAL AND GROUP GUIDANCE

Many of the personal problems faced by a student are a direct result of his inability to cope with his environment. Adult educators have discovered the need for the inclusion of adult competency skills in the curriculum. Studies reveal that a large percentage of adults do not have adequate skills for "coping" with everyday life situations. This has lead to the inclusion of learning aids for everyday living. Adult Performance Level (APL) or Competency Based Adult Education (CBAE) in the curriculum seeks to answer the question, "What can the adult learner effectively do as a result of his education?"

The APL Model of Functional Competency on the following page illustrates the relationship between the five instructional areas and the five APL areas. At the end of this section (see page 63), a breakdown of the five APL/CBAE areas' component parts will be listed as a guide for the teacher.

Often the student turns to the teacher as a person whom he trusts to help to solve his personal problems. The teacher realizes that a lack of basic educational skills makes it difficult to solve everyday problems.

Try to imagine being a non-reader who cannot understand street signs, read a newspaper or follow written directions for a simple recipe. What would happen to self esteem? Many of our students



THE APL MODEL OF FUNCTIONAL COMPETENCY

have never held a job very long or experienced a substantial educational or personal success. They must be sincerely encouraged but not given unrealistic false promises.

The student may be unable to concentrate until he can break some of the vicious cycles that stifle his ability to learn. Some of these may be:

- unstable, volatile family conditions.
- inability to be a knowledgeable consumer and guard himself against frauds and "rip offs".
- living in economically deprived neighborhoods where overcrowding and crime run rampant.
- feeling out of control of his life because of bureaucratic interference.
- addiction to drugs and alcohol.
- numerous health and emotional problems resulting from poverty-poor diets, badly heated and ventilated buildings.
- legal problems and inability to deal effectively with the law.

The teacher can assist the student with his problems by helping him find available community resources that deal with his particular problem. The teacher can stock the classroom with many APL materials which the student can read to find solutions to his problems. The teacher should remind the student that he will be better able to cope with many of his problems by improving his basic academic skills.

The teacher must beware of becoming too directive in making suggestions.

The student must be responsible for his own decisions. The teacher can, however, help him explore the possibilities and consequences of a variety of choices of which he may not be aware.

The teacher can provide a variety of APL materials--many of which can be obtained at no expense. There is a limitless supply of these materials. The following suggestions will help the teacher start his file of APL materials:

- newspaper advertisements.
- flyers and brochures on employment and training programs.
- information about credit.
- pamphlets giving information about businesses.
- brochures from government agencies, such as the Social Security Administration.
- coupon exchanges.
- lists of community resources.
- telephone books.
- income tax information.
- drivers' manuals.

Published material can sometimes be brought into the classroom. This can include the following:

- newspapers.
- magazines, such as Consumer Reports or Health magazines.
- books on topics which help the adult become more competent.
- Dictionary of Occupational Titles.
- Occupational Outlook Handbook.

Listed on the following page are specific topics, grouped by APL areas which might prove beneficial to the student.

CONSUMER ECONOMICS

- Banking Services
- Money Management
- Using Credit
- Shopping Comparatively
- Fraudulent Advertising
- Counting Money
- Converting Weights and Measures
- Income Tax
- Consumer Complaints
- Ordering by Mail
- Buying a House
- Buying and Maintaining a car
- Insurance
- Energy and other Natural Resources
- Maintenance of Personal Possessions

OCCUPATIONAL KNOWLEDGE

- Finding a Job
- Choosing a Career
- Writing a Resume
- Job Applications
- Job Interviews
- Effective Job Behaviors
- Employment Agencies

COMMUNITY RESOURCES

- Public Transportation
- Recreation/Leisure Activities
- Community Services
- Telephone Usage
- The Newspaper
- The Post Office
- Social Security Benefits

HEALTH AND FAMILY LIVING

- Basic First Aid
- Safety in the Home
- Children in School
- Child Rearing
- Pregnancy and Childbirth
- Marriage
- Adolescent Needs
- Nutrition
- Food Preparation
- Self-Awareness
- Substance Abuse

LAW AND GOVERNMENT

- Local Government
  (city and country)
- Ohio State Government
- The Federal Government
- Citizenship
- Voting
- Taxes
- Tenant and Landlord Rights
- Licenses
- Law Enforcement
- Correctional Institutions
- Lawyers
- Legal Documents

B. EDUCATIONAL COUNSELING

Adults enter the A.B.E. classroom with a variety of educational goals. Some of these goals are as follows:

- To study for the General Educational Development (GED) test.
- To qualify for an Educational/Vocational program.
- To improve skills to get a job.
- To get off public assistance.
- To develop basic skills in reading, mathematics, and English in order to cope better with daily living.
- To aid a child with school work.
- To improve skills needed for Civil Service examinations.
- To learn English (foreign born).

It is important for the teacher to work closely with the student in defining his major educational goal. After the major goal is established, the teacher and the student need to identify short term, specific goals which will help the student maintain his motivation. The teacher should help the student be realistic about his goals, but should not discourage him by saying that his goal is "impossible". For example, a student who scores a 3.0 on the TABE-M will probably not be able to pass the GED test in three months. The teacher should explain to the student the scope and difficulty of the GED while encouraging him to make his best effort. The student whose reading scores are below 5.0 usually faces a long period of instruction before he is ready to take the GED test. Sometimes the process seems unbearable and the goal unreachable. For individuals in this category, there are several options which the teacher can present.

- The student may be able to improve his skills sufficiently to enter a JTPA training program which doesn't require a GED or High School Diploma if he is eligible under the Income Guidelines. (See page 68A .)
- The student can study to bring his reading level to a 6.0 level and enter the high school credit program. This would be especially beneficial if he has completed 11th grade and had passed most of the courses. The student could contact the counselor at Taft, Hughes, or Western Hills Adult schools, whichever one he plans to attend, for a transcript evaluation, to see how many credits he needs.

It is important to let the student see that he is making progress in his instructional program. After he has completed 150 hours of actual in-class instruction, a retest on the alternate form of the original testing instrument can be given. Following this testing, the teacher needs to explain the results of the test to the student, letting him see areas of improvement. This progress will motivate him to continue in the instructional program.

The General Educational Development (GED) test represents academic achievement in the five test areas listed below.

Writing Skills	(1 1/4 hours, 80 items)
Social Studies	(1 1/2 hours, 60 items)
Science	(1 1/2 hours, 60 items)
Reading Skills	(1 hour, 40 items)
Mathematics	(1 1/2 hours, 50 items)

The Science and Social Studies tests require the student to know some basic facts, concepts, and items in the subject areas, but 80% is based on reading content. The chart on the following page provides a breakdown of specific sections of each test and the percentage of questions asked on each test.

When the teacher and the student feel there has been adequate preparation for the GED test, the following assessment procedures may be followed.

- Retest the adult learner on the Official GED Practice Test to determine his probability of passing the test. (See section Testing and Evaluation/How to Individualize Testing page 41 .)
- Retest on the California Test, M

  The adult learner should score 9.0 or better in all areas on the 1976 Edition of the California Test, M.

  If both forms of California M have been used the California D can be given. Scores of 10.0 or better in all areas of the California D indicate a readiness for the GED.
- Assist the student in filling out the Application Form (see page 74). The notarized application form should be sent to:

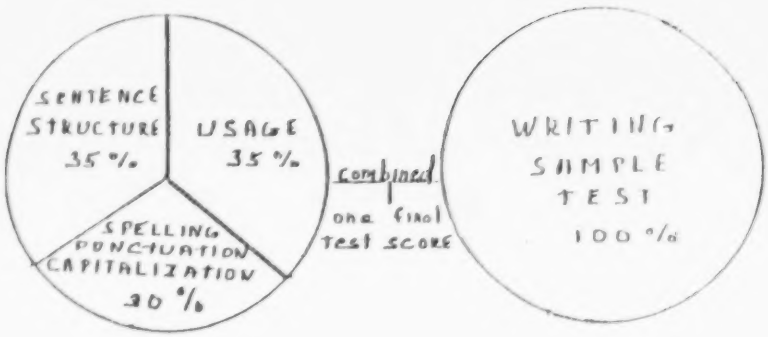
  State GED Office
  65 South Front Street, Room 812
  Columbus, Ohio 43266-0308

A fee of $ 7.00 in the form of a money order or certified check must accompany the application.

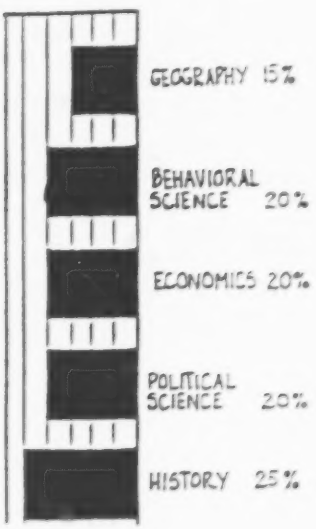
* In December, 1988 the fee will increase to $9.00 to cover the cost of grading the writing section on the new G.E.D.

GED TEST CONTENT

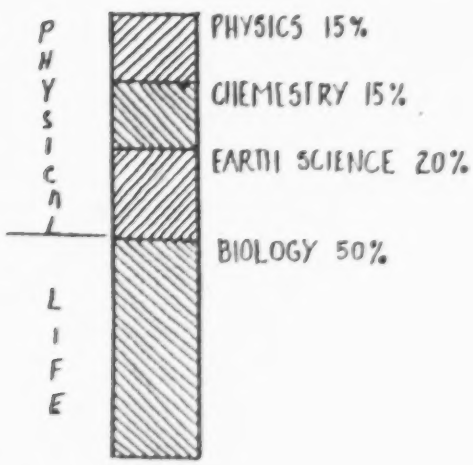
① THE WRITING SKILLS TEST



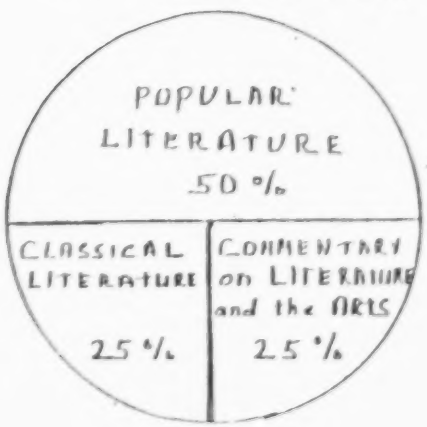
② THE SOCIAL STUDIES TEST



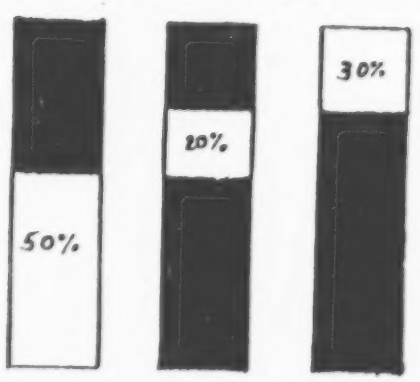
③ THE SCIENCE TEST



④ INTERPRETING LITERATURE & THE ARTS



⑤ THE MATHEMATICS TEST



JTPA ELIGIBILITY DETERMINATION INCOME GUIDELINES

FAMILY SIZE

	1	2	3	4	5	6	7	8
70% LLSIL	4,620	7,580	10,400	12,840	15,150	17,720	20,290	22,860

For family units with more than 8 members, add 2,570 for each additional member

OMB Poverty Income Guidelines	5,360	7,240	9,120	11,000	12,880	14,760	16,640	18,520

For family units with more than 8 members, add 1,880 for each additional member

6/20/86

C. GED TESTING, CINCINNATI PUBLIC SCHOOLS

The General Educational Development (GED) Test for the Certificate of High School Equivalence is given under the direction of the Division of Guidance and Testing, Ohio Department of Education, Columbus, Ohio 43266-0308. Applicants who are eligible for the test may take it at Testing Services, Cincinnati Public Schools, 230 East Ninth Street, Cincinnati, Ohio 45202. Six hours, 45 minutes of testing time (not including breaks and lunch) are required to complete all five tests. They may be taken in one sitting on a given Tuesday (8:00 A.M. to 4:30 P.M.), or the test may be taken in two sittings by making an appointment to take it on two consecutive Tuesdays.

A fee of $20.00 is required of persons taking the test at the Cincinnati Public Schools Board of Education. It must be paid by money order or certified check. No personal checks are accepted.

Letter of Authorization: If the application is approved, the applicant will receive a Letter of Authorization which must be presented to the examiner when the test is taken. The Letter of Authorization is good only for 90 days from the date it is issued.

Testing Centers: Tests are given by appointment only. After an applicant has received the Letter of Authorization, he may call Testing Services, Cincinnati Public Schools, 369-4857, for an appointment. The test is usually given on Tuesdays. Other centers are listed on the back of the Application Procedures.

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43266-0308

FRANKLIN B. WALTER
SUPERINTENDENT OF
PUBLIC INSTRUCTION

TO: General Educational Development (GED) Test Applicant

FROM: Richard E. Armanini, State GED Administrator

SUBJECT: GED Information and Application Form

Congratulations on making the decision to participate in the General Educational Development (GED) Test Program. Enclosed is the information and application requested. Read the material carefully to understand the rules and regulations of the program.

Return the completed application form when you are ready to take the test. If your application is approved (application fee returned if not approved), a letter of authorization will be mailed to you. The authorization letter will be good for 90 days. After the expiration date on the letter, the application fee will be forfeited and you will need to reapply. It is important for you to be *ready* to take the test before returning the application.

Follow the suggestions listed below so we will be able to process the application without delay.

1. Read completely all information and instructions.
2. *Type* or use ink (*print* carefully).
3. Include your social security number.
4. Indicate your *legal* name, including middle initial.
5. Answer *all* questions.
6. Use your complete mailing address, including apartment number if applicable, and zip code.
7. Sign the application.
8. Have your signature notarized by a notary.
9. Enclose $7.00 for the application fee. (Only a *money order* or *certified check* will be accepted.)
10. Keep information we send for future reference.

Good luck with the GED test. If someone in our office can help, please contact us between 7:30 a.m. and 5:45 p.m. Monday through Friday at

State GED Office
Ohio Department of Education
65 South Front Street, Room 812
Columbus, Ohio 43266-0308
(614) 466-4868
OR
1-800-334-6679

Application Procedures to take the GED Test for Ohio Certificate of High School Equivalence

Purpose

Individuals who have not completed their high school education may earn an equivalence by taking the GED test sponsored by the Ohio Department of Education. Regulations for receiving the General Educational Development (GED) Certificate of High School Equivalence are set by the State Board of Education.

Most post-high school training institutions accept passing GED test scores for their entrance requirements. Many employers require a high school diploma or Certificate of High School Equivalence as a prerequisite to employment or promotion.

GED Test Preparation

Many adults can benefit from a review of writing, reading comprehension, and mathematics skills. Adults who wish to prepare for the test may enroll in a local adult education program. Most libraries have materials for review and preparation. One need not complete any classes to be eligible to take the GED test. The Ohio Department of Education does not recommend any particular materials or books for study.

Eligibility Requirements

To be eligible to test in Ohio and receive a Certificate of High School Equivalence, an applicant must be

- 19 years or older, or
- 18 years of age and whose class has graduated; or
- less than 19 years of age with written approval of a parent and the school superintendent where the applicant last attended; or
- sworn into active duty with the U.S. armed services with a statement indicating the date of the swearing-in ceremony; and
- a resident of Ohio.

In addition the applicant must be one of the following:

- a nongraduate from an accredited high school;
- a graduate from a nonaccredited high school;
- a graduate whose permanent high school records have been destroyed; or
- a refugee from another country who cannot provide a copy of high school records.

Application Procedure

1. **Submit a notarized application form and a $7.00 application fee to the State GED Office, Ohio Department of Education, 65 South Front Street, Room 812, Columbus, Ohio** 43266-0308. Payments must be made by **MONEY ORDER** or **CERTIFIED CHECK**, payable to **OHIO TESTING SERVICES**. Personal checks will be returned, causing a delay in the authorization letter. After we issue an authorization letter, the application fee cannot be refunded.
2. An authorization letter giving permission to test will be mailed within one week. **The GED test must be taken within a period of 90 days after the letter of authorization has been issued.** Failure to test within the 90-day period will void the letter and require a new application and another application fee.
3. After receipt of the authorization letter, make arrangements to test at one of the official GED test centers. A list of 80 test centers, by county, along with individual test center fees is provided.
4. At the test center, applicants must be able to provide proof of identity such as a drivers license, Ohio identification card, or welfare card. A SOCIAL SECURITY CARD OR BIRTH CERTIFICATE CANNOT BE USED AS PROOF OF IDENTITY.
5. Applicants must present the original authorization letter to test center personnel at the time they report to take the GED test.
6. **Errors on an authorization letter must be corrected by informing test center personnel at the time of testing.** Test center personnel will give the applicant instructions on how to correct the authorization letter.

GED Test

The GED test measures one's ability to draw conclusions from material which is read. It follows a multiple-choice format, which does not require written answers.

Test Content

The General Educational Development (GED) test consists of five multiple-choice tests which measure achievement in subject areas associated with a high school program of study. The tests measure ability to draw conclusions from written material. The five tests, their relative content emphasis, number of items, and time limits are as follows:

1. WRITING SKILLS: usage (30%), diction and style (15%), sentence structure (15%), logic and organization (15%), spelling (12.5%), punctuation and capitalization (12.5%) **(80 items) (75 minutes)**
2. SOCIAL STUDIES: U.S. history (25%), economics (20%), political science (20%), behavioral science (20%), geography (15%) **(60 items) (90 minutes)**
3. SCIENCE: biology (50%), earth science (20%), chemistry (15%), physics (15%) **(60 items) (90 minutes)**
4. READING SKILLS: general reading (30%), prose literature (30%), practical reading (15%), poetry (12.5%), drama (12.5%) **(40 items) (60 minutes)**
5. MATHEMATICS: arithmetic (55%), algebra (25%), geometry (20%) **(50 items) (90 minutes)**

Test Scores

In order to pass the GED test, an applicant must have a standard score of 35 or more on each test **and** an average standard score of 45 on all five tests. Everyone receives a score report, and residents who pass receive an Ohio Certificate of High School Equivalence within two weeks. The entire process usually can be completed in one month. More than eight of every ten adults in Ohio who take the GED test receive a certificate.

Retest Policy

Anyone who does not pass can retake the GED test. When the total score is 220-224 (average 44-44.8), the applicant may retest after one month. When the total score is 215-219 (average 43-43.8) the applicant may retest after three months. When a total score is below 214 (average 42.8) the applicant can retest after six months. **The applicant should retake the complete test.** Only the *highest score on* individual *tests will be used to calculate the retest score.*

Records

Applicants should complete and maintain a Personal GED Test Information Record. Also, applicants are encouraged to report successful GED test scores to the last school and/or adult education program attended.

When an official copy of GED test scores is required for further education or employment, persons must request an official transcript from the State GED Office. Official transcript request forms are available from the State GED Office and local GED test centers. A $4.00 service fee (money order or certified check), payable to Ohio Testing Services, is required for each official transcript request.

Personal GED Test Information Record

Date GED application was mailed to State GED Office _____ .

Money order or certified check number _____ (keep receipt).

Date authorization letter was received from the State GED Office _____ .

Date Scheduled to take the GED test _____ .

Name of test center where applicant took the GED test _____ .

Test center telephone number (____) _____ .

Name of test administrator _____ .

Application to Take the GED Test
for Ohio Certificate of High School Equivalence
PLEASE TYPE OR PRINT (Read instructions on back carefully)

1. Miss ___ Ms. ___ Mrs. ___ Mr. ___ 2. Social Security Number ___ - ___ - ___

3. Name: _____
First *Middle* *Last*

4. Mailing Address: _____ Apt. #_____
City _____ State_____ Zip Code _____

5. Date of Birth _____ _____ _____
Month *Day* *Year*
6. Are you a resident of Ohio? ___ *Yes* ___ *No*
7. Phone: (_____) _____
8. Are you active duty military personnel?
___*Yes* ___ *No*
9. Did you graduate from an accredited high school? ___ *Yes* ___ *No*
10. Last high, junior, middle, or elementary school attended:
_____
School *City* *State*
11. Last full grade completed: _____
12. Highest grade attended: _____
13. Date you withdrew from school:
Month _____ Year _____
14. Has the class of which you were last a member graduated? ___ *Yes* ___ *No*
15. Have you taken GED preparation classes?
___ *Yes* ___ *No*
16. If yes, check appropriate one(s):
_____ Adult Basic Education (ABE) class
_____ Individual private tutor
_____ College or technical school course
_____ Educational TV _____ Library
_____ Other _____
17. Total hours of instruction: _____
18. Have you ever taken the official GED Test?
___ *Yes* ___ *No* *Where* _____
Year Tested _____
19. What was your name when you took the official GED Test the last time?
_____
First *Middle* *Last*
20. Your best reason for taking the GED (Check one): _____ Job _____ Further Education
_____ Personal _____ Military _____ Other

Application Fee

A $7.00 MONEY ORDER or CERTIFIED CHECK made payable to *Ohio Testing Services* must accompany this application. No personal checks will be accepted. The application fee cannot be refunded.

I affirm this form has been filled out accurately.

_____
Signature — Signed in the presence of notary

Subscribed and duly sworn to before me according to law, by the applicant this _____ day of _____, 19 ___ at _____ County of _____ and State of _____

Signature of Notary _____
Official Title _____

Official Impression Seal

Return application to State GED Office, 65 South Front Street, Room 812, Columbus, Ohio 43266-0308.

INCOMPLETE APPLICATION WILL BE RETURNED

INSTRUCTIONS

1. Title - Check your preference.
2. Social Security Number - Records are kept by social security number. Always include social security number when contacting the State GED Office concerning GED scores.
3. Name - Your name at time of applying.
4. Mailing Address - Use official mailing address (include apartment number or P.O. Box, and zip code).
5. Date of Birth - Applicant must be 19 years or older, an 18-year-old whose class has graduated, or less than 19 with parent and school superintendent permission, or an individual who has been sworn into active duty (delayed-entry program does not qualify) with the U.S. military service.
6. Residence - Only permanent residents of Ohio will be issued an Ohio Certificate of High School Equivalence.
7. Telephone - List the number where applicant can be contacted. If no telephone, mark "None."
8. Military Service - Only active regular military service personnel should mark "yes."
9. Graduates - Graduates from accredited high schools are not eligible to receive a certificate unless
   A) their permanent high school records have been destroyed.
   B) they are refugees from another country and cannot provide a copy of their high school records.
   (Give details in a letter attached to the application for A and B)
10. Last School Attended - Indicate the last high, junior, middle, or elementary school attended. This should be where applicant's academic records can be located.
11. Last Grade - Indicate the *last full grade* completed in school. If withdrawal was halfway through the twelfth grade, indicate 11 as last grade completed.
12. Highest Grade Attended - If applicant enrolled in twelfth grade but did not finish the school year, answer would be 12.
13. Date of Withdrawal from School - Give month and year of withdrawal from school. Anyone enrolled in a high school program is ineligible to test.
14. Class Membership - The class of which applicant was last a member must have graduated. If 19 years or older, this rule does not apply. If 18 years old, an official transcript must be mailed directly to the State GED Office.
15. Preparatory Classes - This would include GED preparatory classes offered by schools, adult education, and church or special interest groups.
16. If Yes - Indicate type of classes attended.
17. Total Hours - Indicate total clock hours of instruction in number 16. Example: 40 hours.
18. Previous GED Tests - if in Ohio, list the test center and the year tested. If outside Ohio, request an official copy of scores be sent directly to the State GED Office.
19. Name - If changed, indicate name when tested. If same, mark "Same."
20. Reason for GED - Mark one only. Mark "job" if using the GED to get a new or better job or to upgrade present employment. Mark "further education" if enrolled or planning to enroll in college, nursing, or other educational program. Mark "personal" if only a certificate is desired. Mark "military" if serving in military or wanting to enlist.

Mail To

STATE GED OFFICE
OHIO DEPARTMENT OF EDUCATION
65 SOUTH FRONT STREET, ROOM 812
COLUMBUS, OHIO 43266-0308
TELEPHONE 614-466-4868
OR
1-800-334-6679

OHIO GED TESTING CENTERS

COUNTY	TEST CENTER	ADDRESS	TELEPHONE	TEST FEE
Allen	Lima Educational Center	515 South Calumet, Lima 45804	(419) 227-6001	5.00
Ashtabula	Ashtabula County JVSD	1565 State Route 167, Jefferson 44047	(216) 576-6015	10.00
Athens	Hocking Technical College	Route 1, Nelsonville 45764	(614) 753-3591	10.00
Belmont	Belmont Technical College	68094 Hammond Road, St. Clairsville 43950	(614) 695-9500	10.00
Brown	Brown County Board of Education	County Fairgrounds, Georgetown 45121	(513) 378-6118	15.00
Butler	Hamilton Job Development Center	1165 Eaton Avenue, Hamilton 45013	(513) 896-1400	20.00
	Middletown City Schools	601 North Breiel Boulevard, Middletown 45042	(513) 423-4932	15.00
Clark	Springfield-Clark County JVSD	1901 Selma Road, Springfield 45505	(513) 325-5461	20.00
Clermont	Live Oaks Career Development Campus	5956 Buckwheat Road, Milford 45150	(513) 575-1900	15.00
Clinton	Clinton County Board of Education	County Court House, Wilmington 45177	(513) 382-6921	15.00
Columbiana	East Liverpool City Schools	202 Maplewood Avenue, East Liverpool 43920	(216) 385-1413	10.00
Coshocton	Coshocton City Schools	1209 Cambridge Road, Coshocton 43812	(614) 622-9433	12.00
Cuyahoga	Cuyahoga Community College-Eastern	4250 Richmond Road, Warrensville Twp. 44122	(216) 987-4186	25.00
	Cuyahoga Community College-Metro	2900 Community College Avenue, Cleveland 44114	(216) 987-4186	25.00
	Cuyahoga Community College-Western	11000 Pleasant Valley Road, Parma 44130	(216) 845-4000	25.00
	Max Hayes Evening School	4600 Detroit Avenue, Cleveland 44102	(216) 634-2222	25.00
	Parma City Schools	6726 Ridge Road, Parma 44129	(216) 842-5300	12.00
	Polaris JVSD	7285 Oldoak Blvd., Middleburg Hts. 44130-3375	(216) 243-2827	12.00
	Rocky River City Schools	1101 Morewood Parkway, Rocky River 44116	(216) 333-6000	12.00
	University Hts./Cleveland Hts. School	2135 Miramar Blvd., University Hts. 44118	(216) 371-7406	12.00
Darke	Greenville High School	Green Wave Way, Greenville 45331	(513) 548-4188	15.00
Delaware	Delaware County JVSD	1610 State Route 521, Delaware 43015	(614) 363-1993	10.00
Erie	Sandusky High School	2130 Hayes Avenue, Sandusky 44870	(419) 626-6940	15.00
Fairfield	Ohio University-Lancaster Campus	1570 Granville Pike, Lancaster 43130	(614) 654-6711	12.00
Franklin	Columbus City Schools	52 Starling Street, Columbus 43215	(614)222-3089	20.00
	Columbus Technical Institute	550 East Spring Street, Columbus 43215	(614) 222-3089	20.00
	Eastland Vocational School	4465 South Hamilton Road, Groveport 43125	(614) 836-3903	12.00
Fulton	Wauseon Exempted Village Schools	Parkview and Glenwood, Wauseon 43567	(419) 335-5756	10.00
Gallia	Gallia Academy High School	340 Fourth Avenue, Gallipolis 45631	(614)446-3250	14.00
Geauga	Chardon High School	151 Chardon Avenue, Chardon 44024	(216) 285-4057	20.00
Greene	Central State University-Testing Office	127 Wesley Hall, Wilberforce 45384	(513) 376-6523	20.00
	Greene Co. JVSD	2960 West Enon Road, Xenia 45385	(513) 372-6941	12.00
Hamilton	Cincinnati City Schools	230 East Ninth Street, Cincinnati 45202	(513) 369-4857	20.00
	Diamond Oaks Career Development Campus	6375 Harrison Avenue, Cincinnati 45247	(513) 574-1300	15.00
	Scarlet Oaks Career Development Campus	3254 East Kemper Road, Cincinnati 45241	(513) 771-8810	15.00
Hancock	Findlay City Schools	227 South West Street, Room 9, Findlay 45840	(419) 422-6121	15.00
Henry	Four County JVSD—Adult Education	Route 1 Box 245A, Archbold 43502	(419) 267-3331	12.00
Highland	Southern State Community College	200 Hobart Drive, Hillsboro 45133	(513) 393-3431	10.00
Jackson	Jackson City Schools	379 East South St., Admin. Bd., Jackson 45640	(614) 286-7575	20.00
Jefferson	Steubenville High School	420 North Fourth Street, Steubenville 43952	(614) 282-9741	17.00
Knox	Knox County JVSD	306 Martinsburg Road, Mount Vernon 43050-4298	(614) 397-5820	12.00
Lake	South High School	5000 Shankland Road, Willoughby 44094	(216) 946-3336	10.00
Lawrence	Lawrence County Board of Education	County Court House, Ironton 45638	(614) 532-4223	10.00
Licking	Licking County JVSD	150 Price Road, Newark 43055	(614) 366-3351	15.00
Logan	Ohio Hi-Point JVSD	2280 State Route 540, Bellefontaine 43311	(513) 599-3010	10.00
Lorain	Lorain Institute	2350 Pole Avenue, Lorain 44052	(216) 960-1498	15.00
Lucas	Lucas County Board of Education	3939 Wrenwood, Toledo 43623	(419) 473-3442	10.00
	Toledo City Schools-Pickett Annex	1144 Blum Street, Toledo 43607	(419) 242-8449	12.00
	University of Toledo	2801 West Bancroft Street, Toledo 43606	(419) 537-2011	20.00
Madison	Central Ohio JVSD	7877 Route 42 NE, Plain City 43064	(614) 873-4666	12.00
Mahoning	Mahoning County JVSD	7300 North Palmyra Road, Canfield 44406	(216) 533-3923	12.00
	Parkview Counseling Center	1001 Covington Street, Youngstown 44510	(216) 744-6968	15.00
Marion	Marion Harding High School	420 Seminole Avenue, Marion 43302	(614) 387-3300	20.00
Medina	Medina County JVSD	1101 West Liberty, Medina 44256	(216) 725-1191	18.00
Miami	Upper Valley JVSD	8811 Career Drive, Piqua 45356	(513) 778-1980	15.00
Montgomery	Dayton Public Schools	441 River Corridor Drive, Dayton 45402	(513) 228-7761	15.00
	Montgomery County JVSD	6800 Hoke Road, Clayton 45315	(513) 837-7781	12.00
Muskingum	Ohio University-Zanesville Campus	1425 Newark Road, Zanesville 43701	(614) 453-0762	10.00
Pickaway	Pickaway County Board of Education	139 West Franklin Street, Circleville 43113	(614) 477-2927	12.00
Portage	Maplewood Area JVSD-Adult Education	7075 State Route 88, Ravenna 44266	(216) 296-2892	12.00
Richland	Mansfield City Schools-Adult Education	856 West Cook Road, Mansfield 44906	(419) 525-6380	20.00
Ross	Chillicothe High School	381 Yoctangee Parkway, Chillicothe 45601	(614) 773-5200	17.00
Sandusky	Terra Technical College	2830 Napoleon Road, Fremont 43420	(419) 334-3886	10.00
Scioto	Valley High School	Route 6, Lucasville 45648	(614) 259-5551	20.00
	Shawnee State University	940 Second Street, Portsmouth 45662	(614) 354-3205	12.00
Seneca	Fostoria City Schools	114 West High Street, Fostoria 44830	(419) 435-8163	10.00
	Tiffin City Schools	244 South Monroe Street, Tiffin 44883	(419) 447-2515	7.50
Stark	Alliance City Schools	400 Glamorgan Street, Alliance 44601	(216) 821-2100	12.00
	Canton City Schools	617 McKinley Avenue, S.W., Canton 44707	(216) 454-6767	20.00
	Stark County Area JVSD	6805 Richville Drive, S.W., Massillon 44646	(216) 832-9856	12.00
Summit	Akron City Schools	1055 East Avenue, Akron 44307	(216) 762-7048	15.00
Trumbull	Warren City Schools	261 Monroe, N.W., Warren 44483	(216) 841-2218	15.00
Tuscarawas	Buckeye JVSD	545 University Dr. N.E., New Philadelphia 44663	(216) 339-2288	12.00
Van Wert	Vantage JVSD	818 North Franklin Street, Van Wert 45891	(419) 238-5411	10.00
Warren	Warren County Career Center	3525 North State Route 48, Lebanon 45036	(513) 932-5677	12.00
Washington	Washington County JVSD	Route 2, Marietta 45750	(614) 373-2766	20.00
Wayne	Wooster Board of Education	144 North Market Street, Wooster 44691	(216) 264-0869	15.00
Williams	Williams County Schools	County Courthouse, 117 West Butler, Bryan 43506	(419) 636-5078	12.00
Wood	Penta County JVSD	30095 Oregon Road, Perrysburg 43551	(419) 666-1120	12.00

Age and Class Graduated: A prospective student must be eighteen years old and the last high school class of which he was a member must have graduated.

Identification: Candidates must bring two types of identification as proof of their identity, such as a driver's license or similar identification with the candidate's picture and description.

Parking: Parking in the vicinity of Ninth Street is limited and expensive. The Metro bus may be more convenient for some persons.

Remember: In order to take the test

...the person must have an appointment (call 369-4857)

...the person must bring the authorization letter, the fee and proper identification. A copy of the application form may be found on the following page.

****

Other Testing Centers:

Diamond Oaks C.D.C.
6375 Harrison Avenue
(513) 574-1300

Live Oaks C.D.C.
5956 Buckwheat Rd.
(513) 575-1900 Milford

Scarlet Oaks C.D.C.
3254 East Kemper Rd.
(513) 771-8810

Hamilton City Schools
332 Dayton Street
(513) 869-3121

The GED test is given in the evenings in these locations. Call the center for specifics as to time and procedure.

To pass the GED test the individual must have an average standard score of 45. A person can pass each separate section of the test with a score of 35. For example, a person who makes the following scores would pass.

Writing Skills	35
Social Studies	46
Science	48
Reading Skills	53
Mathematics	50
	232
Average Standard Score	46.4

A person who makes the following scores would fail.

Writing Skills	40
Social Studies	38
Science	35
Reading Skills	42
Mathematics	37
	192
Average Standard Score	38.4

The rules for retaking the GED test are as follows:

- An individual who makes a total of 215-224 points or a 43.0 to 44.8 average standard score can retake the test in 3 months.
- An individual who makes a total of 214 points or less and an average standard score 42.8 or below must wait six months before he is eligible to retake the test.
- When an individual retakes the test, at the Education Center, he can take one test at a time. The test is corrected immediately. If he earns enough points to pass the battery, he does not have to take another test. If he does not earn

enough points to pass the battery, he can take one test at a time until he reaches a total score of 225.

- When retaking the test, an individual only has to retake a test where he scored below 35.

Other Training And Educational Programs

Some individuals would like to continue their education in a training program, a two-year college, or a four-year college. The teacher can help him find an appropriate training program or school.

Job Training Partnership Act (JTPA) training programs are available to any individual 22 or older through the Joy Center, 707 Race St., 381-5151, if that person lives within the City of Cincinnati limits and qualifies under income eligibility guidelines.

Those who are between 18 and 22 and interested in JTPA training go to CCY, Citizens Committee on Youth, 2147 Central Avenue, Cincinnati, Ohio.

If possible, the teacher should keep updated catalogues or fact sheets on various local training programs and colleges available in the class. The available materials which explore careers can also be utilized by the teacher as either an individual or a group project. The important thing is to let the student know that learning is a life long process.

D. COMMUNITY RESOURCES

Often it will be necessary for the teacher to refer the student to a community resource agency for additional help in solving a problem.

The teacher should realize that the student is often hesitant about contacting an agency, because some agencies play a "put off" game with their clients. Although the teacher cannot take responsibility for solving the problem, he should act as a sounding board to help the student clarify his specific problem and as a facilitator to help find the appropriate resources.

If the student is extremely shy or hesitant to make the initial agency contact, the teacher should volunteer assistance for the initial appointment. Explaining limitations of agencies and the universality of being "put off" will help the student persist in his quest for assistance. Sometimes the teacher can contact the student's caseworker to form a partnership in helping him find the appropriate resource. If the teacher is able to make an appointment at an agency for the individual, give the name of the person to be seen and an exact time.

Many students have serious problems which the teacher is not able to solve. Remember the old saying - You cannot be all things to all people.

The following symptoms might indicate that a student is having problems which are interfering with his instructional program. If any of the students exhibit these symptoms, the teacher should arrange a counseling session with the student to help him find the solution to his problem.

Excessive absenteeism

Lack of ability to concentrate on academic work

Extreme nervousness

Disruptive classroom behavior

Hyper-activity

Frequent bruises or other physical injuries

Abrupt change in behavior

Emotional outbursts

Drowsiness or sleeping in class

Squinting, watery eyes

Talking too loud and/or confused by oral directions

E. AGENCY CLASSES

Since its inception, Adult Basic Education has worked with many agencies and associations to bring adult education to the people. The result has been the setting up of centers throughout the city which bring basic education to persons in their own neighborhood.

When a teacher is assigned to a community-based agency class, he faces an exciting instructional situation. In addition to his role as teacher, he is also a representative of A.B.E. and the Cincinnati Public Schools in the community. His class will probably consist of students in all levels, from beginning readers to persons preparing for the GED. There are several responsibilities which a community-based teacher has in addition to the instructional program. These are as follows:

- The teacher should be able to maintain positive public relations with the community-based agencies. He must make sure that agency personnel understand the characteristics of ABE/GED.
- The teacher often has to coordinate recruiting efforts with the agency to let the community know about the educational opportunities.
- The teacher is usually responsible for his own testing.
- The teacher must communicate with agency personnel so as not to duplicate services.

Some agency classes are open to the general public. Other agencies may limit class enrollment to their employees or clients such as Cincinnati Correctional Institute. In agencies open to the public the teacher should become actively involved in recruiting and retention techniques. The following list includes some recruitment methods which have been used for this purpose.

- Make ditto flyers. Send to parents through elementary school children after permission of the building principal has been granted. Also, place flyers in community businesses.
- Make PTA announcements.
- Arrange personal contacts with community groups.
- Ask the agency to continuously recruit and make the community aware of the class.

The agency teacher is always responsible for completing all reports and records. Materials and supplies can be requisitioned from the

A.B.E. supervisor. If the teacher uses audio-visual equipment, he must make sure that the agency has locked storage space for securing this equipment. The teacher will usually need to have a small supply of materials at all levels to accommodate a wide variety of students.

F. ENROLLMENT OF 16 AND 17 YEAR OLD STUDENTS IN A.B.E./GED CLASSES

Call 381-4601, Social Service Center, David Means and inform him of a student's enrolling in your class. He will send you an Out-of-School Youth Card for that individual.

The Social Service Center will follow up on that student. If the student drops out of your class, it is the teacher's responsibility to notify the Social Service Center.

A 16-17 year old student who was enrolled in another school district must have the permission in writing of his district to attend the class.

G. ENROLLMENT OF 18 YEAR OLD STUDENTS IN A.B.E./GED CLASSES

An 18 year old student who has not been enrolled in a Cincinnati Public School during the present school year can enroll in an ABE/GED class. He does not need any proof of withdrawal from school.

An 18 year old student who has been enrolled in a Cincinnati Public School should be asked when and from what school he withdrew. He should have a copy of a Pupil Transfer Withdrawal or Report of Record Change to Census Office. He does not have to obtain permission from the Social Service Center.

CHAPTER THREE

LANGUAGE ARTS

Chapter Three - LANGUAGE ARTS

A. READING

OVERVIEW

The total language program is viewed as a communicative process essential to all human life and to the learning process. Reading activities should then utilize the natural interrelationships that exist among the various language arts components: speaking, listening, reading, and writing. The credence given to the student's particular language pattern provides a powerful motivation for learning. The necessity for the student to have a sense of personal worth and confidence in the ability to learn must be recognized throughout the instructional program. It should be the effort of every teacher to develop with each student the desire to read and the ability to read independently.

Realistic concern for the effective teaching of reading dictates a program that provides for the varying capacity, learning rates, and interests of the students. The reading program is dependent upon frequent and continuous diagnosis accompanied by immediate prescription, reinforcement, and assessment of skill mastery. Inherent is the need for meaningful and realistic goals set by the student and the teacher. Flexible grouping, differentiated instruction, and provision for individual interests and learning needs are organizational patterns suggested, from which the entire staff would select those which best fit the needs of the student population and building facilities.*

*Cincinnati Public Schools, Reading Curriculum Bulletin, 1972.

A DEFINITION OF READING

"Reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and further the construction of new meanings through the reader's manipulation of relevant concepts already in his/her possession. The resulting meanings are organized into thought processes according to the purposes that are operating in the reader. Such an organization results in modifications of thought, and perhaps behavior, or it may even lead to radically new behavior which takes its place in the personal or social development of the individual.*

READING LEVELS

The following is a description of Reading Levels I, II, III as outlined in compliance with State Guidelines.

LEVEL I

A.B.E. (0.4.9) - Learning to Read

This level is one of experiences and planned activities to develop concepts, perceptual skills, motor coordination, directional skills, and oral language. Concepts are developed through sensory experiences and making generalizations of those experiences. Through directed reading activities and systematic instruction in reading skills, phonic and structural skills are introduced and applied. The student demonstrates the ability to unlock words

*Tinker A. Miles and Constance M. McCullough, Teaching Elementary Reading, 4th Edition, (New York: Prentice Hall Publishing, 1975), p. 8.

independently and develops interpretative and study skills which expand the scope of reading materials and purposes for reading. The essential principles of phonics and structural analysis should be mastered. The student begins to vary reading rate according to purpose.

LEVEL II

Reading to Learn (5-8.9)

At this level adults have mastered most of the techniques of phonetic analysis. Now they can increase vocabulary development, complex comprehension skills, simple informational skills, speed, and critical awareness. At the low end of this level are the functionally illiterate adults. Their reading skills are comparable to fourth, fifth and sixth grade levels.

They read, but not well enough to function successfully in our society. At the high end of this level (7-8), adult readers are more independent and confident in survival reading and in content area reading.

LEVEL III

Critical Reading (9-12)

At this level the adult can read with ease and competence. The student tries to enhance reading capacity for educational, occupational or vocational reasons. The adult extends vocabulary, refines critical reading skills, establishes mature reading habits, and increases flexibility of reading rate.

READING COMPETENCE: CHOOSING APPROPRIATE READING MATERIALS

Students learn to read best when placed in reading materials that correspond to, or are slightly lower than their reading grade level test scores. Even then the teacher needs to further ascertain the student's ability to read and understand a particular book.

In addition to standardized test scores, we can identify a reading instructional level from an informal reading inventory. By carefully noting errors made in oral reading and evaluating answers to comprehension questions, the teacher can choose appropriate reading materials.

THE INFORMAL "FIVE FINGER TEST"

The student reads one to three paragraphs orally to the teacher. During oral reading, if the student misses five or more words in a paragraph the book is probably too hard. Speech disorders should be considered because they will detract from the accuracy of an oral reading test.

FRUSTRATION READING LEVEL

On this level an adult reads, but recognizes less than 90 percent of the running words and has extreme difficulty comprehending what he has read. He will be able to recognize:

- words in isolation - a minimum of 50 percent
- words in context - 90 percent

INSTRUCTIONAL READING LEVEL

At this level the adult reads and recognizes more than 90 percent of the running words and can understand what he has read.

This is the true level of reading ability and a point at which instruction will be most useful.

He will be able to recognize:

- words in isolation - 75 to 89 percent
- words in context - 95 percent

There will be fewer movements, subvocalizations, finger pointing, and lip movement. Silent reading is characterized by ability to use sight word techniques for recognition of new words.

INDEPENDENT READING LEVEL

At this point the adult reads and recognizes 95 percent of the running words and can understand with ease what he has read. The student is free to enjoy the story content. He will be able to recognize:

- words in isolation - 90 to 100 percent level
- words in context - 99% of the time and score at 90 percent or better. The student will read in conversational tone with punctuation interpreted correctly.

CAPACITY LISTENING LEVEL

This is the level at which an adult can understand material which is read to him/her. This is an index of potential or readiness for the next level which he can hope to achieve in reading. His comprehension will be 75 percent or better. His/her language structure in oral discussion will be as complex as that in the selection. He/she will be able to demonstrate the ability to supply information from experience pertinent to the topic.

The suggested course of study for Reading, Levels I, II, and III follows.

SUBJECT: READING
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	The student will have completed:
-To develop an experiential background which brings greater meaning to reading.	---identify a variety of objects and pictures by label.	--match pictures with names and labels. Laubach Skills Books 1-4 Audio Visual Lessons.	-Laubach Skills Books 1-4, Pre and Post Tests, New Readers Press.
	---dictate stories to be written or recorded on tape.	--tell a story about a picture. Barnell Loft Picture Level Specific Skills.	
	---relate personal experiences effectively.	--tell about personal experiences. Note: Bring family pictures to share.	
	---take part of a story character.	--pantomine character from tapes. EDL Aud X Story Tapes; New Practice Reader Tapes, McGraw Hill; Reading Attainment Tapes, Grolier.	
	---find articles and pictures of current events.	--keep a current events bulletin board, scrapbook of special interest materials.	
	---develop an appreciation and understanding of different cultural life styles through vicarious classroom experiences.	--view and discuss audio visuals depicting a variety of life styles. Cincinnati Public Schools Audio Visual Library.	
-To develop a thorough knowledge of the alphabet, its sequence, letter sounds and use of lower and upper case.	---know alphabet letters in sequence.	--repeat alphabet in proper sequence. Steps to Learning Books 1 and 2, Steck-Vaughn.	EDL Aud X Pre and Post Tests A-C.
	---associate sounds with letters.	--associate sounds with letters. Skills Books 1, 2 Focus on Phonics, New Readers Press; Basic Word Attack.	

SUBJECT: READING

Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	The student will have completed:
	---recognize lower case and capitals of all letters.	--match small and capital letters Changing Steps Writing Books, Working with Words, Steck-Vaughn.	
-To be able to recognize common words, their roots, correct forms, compound words.	---identify similar word shapes.	--identify similar word shapes. Working with Word Patterns, Steck-Vaughn.	-Reading 1200 and 1300 Review Tests, Steck-Vaughn.
	---recognize common words used often.	--recognize common words. Reading 1200 and 1300, Steck-Vaughn.	
	---recognize words with common roots and use correct form.	--identify roots and endings in new words. Working with Sounds A-D, Barnell-Loft.	
	---learn new sight words.	--remember new sight words. Dolch Picture Word Cards, EDL Aud X A-C.	
	---recognize compound words and their parts.	--identify compound words and parts. Working with Sounds B-C, Basic Reading Book I, Steck-Vaughn.	
-To learn new words using auditory/visual techniques of phonetic analysis.	---identify beginning and ending consonants.	--identify beginning and ending consonants. Working with Sounds Pictures - C, Barnell-Loft.	-Laubach Skills Books 2 and 3 Pre and Post Tests, New Readers Press.
	---associate sounds with consonants and vowels.	--associate sounds with consonants and vowels. Cracking the Code, SRA, Professor Phonics, (St. Ursula.	

SUBJECT: READING

Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	The student will have completed:
	---develop auditory/visual discrimination.	--develop auditory/visual discrimination. Sound and Sense Tapes, Encyclopedia Brittanica. Language Master Cards. Audiotronics.	
	---use visual clues to learn long and short vowel sounds.	--use visual clues for long and short vowels. Laubach Skills Books 2-3, New Readers Press.	
	---recognize and pronounce blends, digraphs and dipthongs.	--recognize and read blends, digraphs and diphthongs in words. Building Word Power, Steck-Vaughn, Professor Phonics, St. Ursula.	
	---identify silent letters.	--identify silent letters. Troubleshooter Book 2, Houghton-Mifflin.	
	---repeat rhyming sounds.	--repeat rhyming sounds. Cracking the Code, SRA, Building Word Power, Steck-Vaughn.	
	---complete and repeat patterns in words.	--complete and repeat word patterns. Focus on Phonics, New Readers Press.	
-To pronounce new words by blending together parts of the word.	---recognize roots, prefixes and suffixes.	--identify roots, endings, and prefixes. Troubleshooter I, Book 4, Houghton-Mifflin.	Troubleshooter 1, Book 1, Pre and Post Tests, Houghton-Mifflin. Aud X Advanced Pre and Post Tests.

SUBJECT: READING
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	The student will have completed:
	---use visual clues to break words into syllables.	--divide words into syllables. EDL Aud-X.	
	---blend parts of words correctly.	--blend words correctly. Sound and Sense, Encyclopedia Brittanica, Language Master Audiotronics.	
	---recognize and use contractions.	--recognize and use contractions Troubleshooter I, Book 7, Houghton-Mifflin.	
	---recognize and use possessives.	--recognize and use possessives. Troubleshooter I, Book 7.	
-To interpret the meaning of the reading selection.	---interpret story facts.	--interpret story facts. Controlled Reader Study Guides A-D, EDL, Getting the facts, Picture Level D, Barnell-Loft.	-Efficiency Checks C & D, EDL -Successful completion of assigned activities.
	---sequence information.	--sequence information. Go Books, 1-4, EDL.	
	---know the parts of books.	--identify the parts of a book. Reading 1400 and 1500, Steck-Vaughn.	
	---restate in own words author's ideas.	--restate author's ideas. Adult Reading Comprehension A-D Series, Scott-Foresman.	
	---distinguish fact from fantasy.	--distinguish fact from fantasy, Controlled Reading Study Guides A-D, EDL	
		--classify stories.	

SUBJECT: READING
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	The student will have completed:
	---recognize emotions of story characters.	--identify emotions of story characters. Controlled Reader Study Guide, EDL, Reading Skills for Adults, Steck-Vaughn.	
	---locate facts, main ideas and details.	--locate facts, main ideas, and details. Reading Skills for Adults, Steck-Vaughn; Getting the Main Ideas A-D. Barnell-Loft.	
	---use simple reference materials independently.	--use simple reference materials, Map Skills, A-D, Weekly Readers; Interpreting Visual Information, Steck-Vaughn.	
-To read in order to expand their knowledge of interests and for pleasure.	---broaden interests and enrich experiences.	--develop interests and enrich experiences through reading relevant library books. Adult Comprehension Skills Series, Follett.	-Oral book report. -Scrapbook of pictures and articles kept on topic of interest.
	---read for pleasure and enjoyment.	--read a magazine related to a topic of interest.	

SUBJECT: READING

Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	The student will have completed:
-To understand the meanings of new words from the context of the passage.	---define a word based on its structural make-up.	--make a list of words from common roots and use the dictionary to extend the list.	Troubleshooter II, Book 4 Pre and Post Tests, Houghton-Mifflin.
		--underline root words and change prefixes to make new words. Troubleshooter II, Book 1, pp. 15-42, Houghton-Mifflin. Skills Pad, Purple, pp. 25-30, Reader's Digest. Professor Phonics, St. Ursula. Working with Sounds, E-H, Barnell-Loft.	
	---use context clues to define words.	--use context clues. Using the Context, E-H, Barnell-Loft.	
-To recognize the main idea in the passage.	---restate the meaning of a sentence.	--restate meaning of sentences. Adult Reading Comprehension, Scott Foresman, New Practice Readers, "Thinking It Over" unit questions, McGraw Hill.	-Successful completion of assigned activities.
	---recognize main ideas and supporting details.	--answer the main ideas and locating information questions. Controlled Reading, E-H, EDL, Getting the Main Idea, E-H, Locating the Answer, E-H, Getting the Facts, E-H, Barnell-Loft.	-Efficiency Checks (E-H) EDL
-To make inferences and draw conclusions.	---recognize cause and effect relationships.	--do exercises for finding cause and effect. Troubleshooter II, Book 5, pp. 37-46, Houghton-Mifflin.	-Troubleshooter II, Book 5 Pre and Post Tests.

SUBJECT: READING

Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	The student will have completed:
	---recognize implied meanings of words.	--find unstated meaning. RFU Kit 1 and 2, SRA, PRE-GED Reading, pp. 103-114, Cambridge Publishing Co.	Pre GED Reading Pre and Post Tests, Houghton-Mifflin.
	---make deductions and draw conclusions.	--make deductions and draw conclusions, RFU Kit 1 and 2, SRA.	
	---evaluate the author's purpose.	--evaluate the purpose of a newspaper editorial.	
-To know the parts of a book and be able to find information quickly.	---recognize sequence of events.	--cut a newspaper article into paragraph sections and arrange them in proper sequence.	
	---adjust reading rate to purpose.	--do timed readings after 5 sections in Controlled Reading Study Guide, EDL, Reading Rate Builders, SRA.	
	---use table of contents, index, and glossary.	--learn parts of a book. Skills Pad Blue, pp. 70-75, Purple, pp. 70-75, Reader's Digest.	
	---preview, scan, and predict.	--use previewing, scanning and predicting skills. Controlled Reading, E-H, EDL.	
	---use guide words and pronunciation keys. ---use alphabetizing for locating information.	--complete dictionary study skills. Troubleshooter II, Book 6, pp. 1-14, Houghton-Mifflin.	Troubleshooter I, Book 5, Troubleshooter II, Book 6 Pre and Post Tests, Houghton-Mifflin.

SUBJECT: READING
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	The student will have completed:
-To develop an appreciation for a wide variety of literary forms.	---read for personal pleasure.	--read high interest independent level reading materials for enjoyment. SUPERSTARS, Reading Skills for Adults, Steck-Vaughn.	
	---recognize facts and opinions.	--find the facts and opinions. Pre GED Reading, Cambridge Publishing Co.	
	---distinguish fiction from non-fiction.	--distinguish fiction from non-fiction.	
		--keep list of best sellers from Sunday paper.	
		--complete exercises in analyzing content, Literary Materials, pp. 64-91, Steck-Vaughn.	
		--classify a list of famous books as fiction or non-fiction.	
	---know the three basic forms of literature - prose, poetry and drama.	--complete exercises and reading selections to compare format in prose, poetry and drama. Introduction to Reading, Cambridge Publishing Co.	
-To expand knowledge of the content subject areas and interpret illustrations pertaining to readings.	---interpret tables, charts and graphs.	--complete lessons on charts, graphs and cartoons, Pre-GED Reading, "Interpreting visual Materials," p. 176, Cambridge Publishing Co.	

SUBJECT: READING
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	The student will have completed:
		--discuss editorial cartoons.	
	---read basic science concepts.	--do science reading background. Basic Science, Books 1-2. Strategies for Success, Science, Steck-Vaughn.	
	---read basic social studies concepts.	--do reading for social studies background. Living in America Series, Steck-Vaughn, We Are Black, SRA.	

SUBJECT: READING
Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	The student will have completed:
-To expand vocabulary by learning the meanings of common root words.	---know common Latin and Greek roots.	--learn the meaning of common Greek and Latin root words in order to define new words. Working With Sounds H-L, Barnell-Loft, Vocabulary for the College Bound, Amsco.	
	---understand special vocabulary in context areas.	--build and improve vocabulary in content areas. Social Studies Word Clues, Science Word Clues, Cambridge Publishing Co.	
		--keep lists of words and definitions that are important to remember in the content areas.	
-To determine the main idea in a variety of literary forms.	---know the different forms of writing and their purpose.	--read and recognize a variety of literary forms and styles. Listen and Read JKL, "Essays, Biographies, Novels", EDL, Literary Materials, Steck-Vaughn.	-Successful completion of assigned activities.
	---locate discrete facts in different kinds of literary materials.	--complete exercises on locating the facts and critical reading to locate discrete facts. Getting the Facts H-L, Locating the Answer H-L, Barnell-Loft, Troubleshooter II, Book 4, Houghton-Mifflin.	
	---determine the main idea of various styles of literary materials.	--determine main ideas in content area readings. GED Social Studies, GED Science, Cambridge Publishing Co.	

SUBJECT: READING
Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	The student will have completed:
-To follow "How To" directions and make an item.	---make practical applications of ideas gathered from literary materials.	--follow written directions and make something by following the directions and share it with the class. Following Directions, H-L, Barnell-Loft.	
-To draw conclusions and make inferences from the passages.	---determine the author's point of view in written material.	--read various political or social activist editorials or essays.	
		--determine some reasons for the author's point of view.	
	---form opinions and conclusions not stated but implied in written material.	--determine the implied meaning or inferences. Drawing Conclusions, H-L Barnell-Loft, RFU Kit 3, SRA.	-RFU Kit 3 Placement Test, SRA.
-To interpret illustrations pertaining to the reading passages.	---use cartoons, graphs, charts and illustrations when interpretating written materials.	--learn to interpret political cartoons, graphs and charts. GED Social Studies and GED Science, "Interpreting Illustrations", Cambridge Publishing Co.	
-To judge the relevance and validity of written information.	---distinguish between biased and objective materials.	--read slanted material and identify the bias. Listen and Read JKL "Understanding Persuasion", EDL.	
	---distinguish between fact and opinion.	--distinguish between fact and opinion. Analyzing Content, Steck-Vaughn.	

SUBJECT: READING

Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	The student will have completed:
	---understand connotations and special use of words.	--fill in the correct word in a paragraph from a choice of words which have similar meanings but different connotations. Using the Context H-L, Barnell-Loft.	
	---evaluate written material for quality and literary value.	--read a "Best Seller."	
		--read and compare two book reviews on it.	
		--use newspaper and magazines reviews.	
		--write your own review.	
-To read and appreciate a wide variety of prose, poetry and drama.	---recognize figures of speech.	--learn the meaning of familiar figures of speech. Literary Materials, Steck-Vaughn.	
		--underline figures of speech in magazine and newspaper articles and explain them.	
	---understand the use of setting, mood, characterization and plot.	--recognize the setting, mood, characterization and plot in a novel. Listen and Read JKL "Understanding the Novel," EDL.	
	---know the difference between comedy and tragedy.	--define comedy and tragedy in writing.	
		--list and compare the features of comedy and tragedy in literature by using encyclopedias and other books on literary style.	

SUBJECT: READING

Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	The student will have completed:
	---distinguish between satire, irony and sarcasm.	--identify satire, irony and sarcasm in given reading passages. Literary Materials, Steck-Vaughn.	
	---use different styles of reading for various materials.	--read articles and report on current social studies and science issues. Reading for Power, P.A.R., Newsweek, Time, and National Geographic Magazines.	
	---be familiar with and appreciate the classics.	--read excerpts from a variety of classic literature. Adventures in World Literature, Harcourt Brace, Jovanovich.	
	---understand the difference between fable, allegory and parable.	--read and learn to recognize and appreciate the lessons and morals in allegories, parables and fables. Literary Materials, Steck-Vaughn. Aesop's Fables.	
-To know when and how to use a variety of reference materials.	---know the use of various kinds of reference materials.	--know when and how to use a variety of reference materials: dictionary, encyclopedia, atlas. Study Skills, P.A.R.	

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Cracking the Code, Science Research Associates, 1968

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Map Skills, Weekly Readers Skills Book Co., 1986

New Practice Reader, McGraw Hill Book Company, 1979

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Sound and Sense Tapes, Encyclopedia Britannica, 1975

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HBJ Dictionary, Harcourt Brace, Jovanovich, 1977

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Listen and Write Tapes FA, EDL McGraw Hill Book Company, 1978

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Level III

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B. ORAL COMMUNICATION AND LISTENING

OVERVIEW

The oral communication and listening section of the Adult Basic Education curriculum is to serve as a guide for teachers concerned with the communicative development of the A.B.E. students. It contains a compilation of activities and instructional strategies devised to provide control, guidance, security and opportunity for students to enrich listening and speaking skills.

The conversational games and exercises are meant to stimulate an exchange of ideas and increased knowledge of English through the give and take process inherent in conversation. Although the order of exercises does not necessarily suggest the teacher's order of presentation, the sum of the skills will aid students in developing abilities to request and give information, express opinions or personal feelings and interact socially.

The oral communication and listening lessons derived from this section should be integrated into an ongoing syllabus as a stimulus to both teacher and student. The stimulation will only occur when the student understands the value of communicative competence as it develops in a secure, warm classroom environment.

SUBJECT: ORAL COMMUNICATION
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
-Initiate a conversation	The student will be able to: ---initiate a conversation.	The student will: --discuss holiday activities. --introduce topics by giving opinion about current events. --Note: Teacher may introduce topics such as: a) Goal Formation b) Urban Living c) Equal Rights Amendment d) Immigration e) The "Good" Life f) The "Good" Citizen g) The Role of School h) Our Tax System: Good or Bad? i) Parental Needs and Responsibilities j) How to Stretch the Dollar? k) John Kennedy: "It's not what your country can do for you; it's what you can do for your country." l) Job Etiquette m) Ways to Dissipate Bigotry --tell how to prepare a favorite dish. --tell how to order a pizza. --explain how to return a faulty product to a store. --make doctor or dentist appointments. --voice complaints to the landlord.	-Record the number of times a student initiates productive conversation. -Teacher produced criteria which measure clarity of ideas expressed, grammar and syntax.

SUBJECT: ORAL COMMUNICATION

Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page The student will be able to:	Continued from previous page The student will: --ask annoying neighbors to refrain from objectionable behavior. --recite tongue twisters.	Continued from previous page
-Contribute ideas to a conversation.	---contribute ideas to a conversation.	--offer concurring opinions or rebuttals to initiated statements. --form pairs or small groups for role playing. Note: Some of the previously suggested topics may be used. Other recommended subjects: a) social greetings and introductions. b) father/mother discussing a son's/daughter's leaving home.	-Record the number of times a student participates in a discussion. -Teacher produced criteria which measure the clarity of ideas expressed, grammar and syntax.
-Stay on topic.	---maintain focus on topic at hand.	--write brief ideas pertinent to topic at hand. --take turns leading/facilitating class discussions. --take turns orally summarizing previous discussion. --learn to restate information while questioning for deeper understanding.	-Teacher-prepared tests.

SUBJECT: ORAL COMMUNICATION
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
-Avoid monopolizing discussion.	---learn to avoid monopolizing discussion.	--participate using teacher prepared handouts, in a discussion of the use and abuse of conversation.	-Conversations will be taped and evaluated on a holistic scale.
		--identify unpleasant comments from taped class discussions, radio or T.V. programs.	-Teacher-prepared test which has students restating non-standard English in acceptable language.
		--listen for nonstandard English and restate by using correct language.	
-Give clear and brief directions, explanations, and messages.	---develop ability to deliver succinct directions, explanations and messages.	--role play making emergency calls to hospital, fire department, etc.	-Taped discussions and role playing will be evaluated on a holistic scale.
		--role play shopping by phone.	
		--practice giving directions to home, school, work, etc.	-Students will learn to evaluate others by helping to develop and use a holistic scale.
-Listen for facts and opinions.	---listen for facts and opinions.	--summarize the main ideas of a discussion.	
		--take written test on which students write the main ideas of a taped show such as Our House, 60 Minutes, McNeil/ Lehrer Report, local news, etc.	
		--listen to both radio and T.V. commercials to find the facts and opinions stated.	

SUBJECT: LISTENING SKILLS
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page The student will be able to:	Continued from previous page The student will: --listen to the reading of short stories containing superfluous and redundant information. --discuss following reading.	Continued from previous page -Summarizing the discussion. -Standard teacher-prepared tests.
-Follow the logical sequence of a discussion.	---develop the ability to follow the logical sequence of a discussion.	--listen to mixed up segments of a taped discussion and answer questions of chronological order or cause and effect. --listen to a conversation. --review the conversation by playing a variation of "Telephone". A student begins by stating the introductory words of the previously heard discussion. Each successive student adds information demonstrating his knowledge of the chronological order of the conversation.	-Students will listen to a selection and then show knowledge of sequence of events in writing.
-Learn new words by listening.	---learn new words while listening to taped commercials, programs or dialogues.	--discuss the meaning of new words which have been written on the blackboard. --compose sentences using the new words.	-Teacher-prepared tests.

SUBJECT: LISTENING SKILLS

Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--write commercials individually or in small groups.	
		Note: While one student performs the commercial, the other students listen for new words or nonstandard English.	
-Receive and follow directions accurately.	---receive and follow directions accurately.	--Note: Teacher will write "How to?" topics on 3 x 5" cards.	-Teacher-made tests.
		--pick one card from the stack and then proceed to instruct the other students in an activity. After a student gives the instructions, others may offer ways to clarify directions.	
		--deliver instructions while other student demonstrates the ability to follow the directions.	
		--Note: Teacher introduces new vocabulary. Then, teacher gives the directions.	-Teacher-made tests.
		--perform the sequence of actions.	
		Note: Teacher will write each step of an operation on an index	

SUBJECT: LISTENING SKILLS
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page The student will be able to:	Continued from previous page The student will: card, mix up the steps, and then give the card to another student. --put the steps in the correct order and perform the operations in class. Example: "Please take a book. Now open it to the first page. Next find the table of contents. Look down the left-hand margin. Now choose the chapter or topic you want. Next follow a line across to the right-hand margin. Please see what page the chapter begins on. Finally, turn to that page." Note: Some suggested topics for the preceding activities might be: a. Math directions: 1. In your head, add 5 and 7 and 3. 2. Remember the sum. 3. Subtract 5 from the sum.	Continued from previous page

SUBJECT: LISTENING SKILLS
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page The student will be able to:	Continued from previous p-ge The student will: 4. Multiply by 7. 5. Divide by 2. 6. Add 5 to the total. 7. Write down that number. b. How to use an Index. c. How to make a paper hat, boat, airplane, etc. d. How to set a table. e. How to pound in a nail. f. How to sew on a button. g. How to make a barbeque fire. --listen to speaker on proper listening etiquette and apply rules. SRA II B Kit: Listening Skill Builders --listen to EDL tapes DA Listen tapes --retell EDL stories.	Continued from previous page -Teacher-made tests.

SUBJECT: ORAL COMMUNICATIONS

Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	
-Start and contribute to a conversation.	---start and contribute to a conversation.	Note: Activities listed for Level One are appropriate for Level II.	
-Broaden range of conversation topics through media and real life.	---broaden his range of conversational topics through media and real life.	--tape record readings of various materials and have students evaluate for distinctness of expression.	
-Begin and end telephone conversations properly.	---begin and end telephone conversations properly.	--perform telephone conversations using teacher or student-initiated topics.	-Student performance.
-Ask and answer questions clearly and courteously.	---ask and answer questions clearly and courteously.	--relate a current event. Note: Others will ask appropriate questions to which the presenter will reply.	
-Speak distinctly and expressively.	---speak distinctly and expressively.	--role play job interviews and telephone sales.	-Student presentation.
		--participate in follow-up discussion of films.	-Teacher-made test.
-Use topics suitable to the occasion.	---use topics suitable to the occasion.	--make lists of special occasions and decide on the proper topics of conversation for each circumstance.	-Teacher-prepared test.
-Use good grammar and usage.	---increase skills in grammar and usage.	--listen to famous speeches for correct grammar. --compare rhetorical techniques. Poems, Music, and Speeches, Records, MacMillan.	

SUBJECT: LISTENING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	
-Listen for accurate recall.	---listen for accurate detail.	--repeat directions given orally	
		--listen to a story and then answer dictated questions.	-Teacher-prepared test.
		--listen to radio plays such as episodes of The Shadow.	-Test reflecting factual, casual and inferential material found in the radio episode.
-Develop mental imagery	---develop mental imagery.	--discuss mental images after listening to an instrumental selection.	-Students will prepare a 2-3 minute talk on a feeling or theme derived from the selection.
-Appreciate beautiful language in stories, poems, and music.	---gain appreciation for beautiful language in stories, poems and music.	--analyze poems, travels, catalogues or literary magazine articles for effective use of language.	-Oral reports which show analysis of a chosen poem, travel catalogue, or literary piece.
-Detect bias and truth in materials.	---learn to detect bias and truth in materials.	--evaluate commercials for bias and slanted language.	-Students will listen to a commercial and answer questions on a test sheet.

SUBJECT: ORAL COMMUNICATIONS
Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	
-Prepare and present research paper orally.	---learn how to prepare and present a report orally.	--prepare a report on one of the coping skills listed in Cambridge Reading Improvement.	-The holistic scale devised by students and teacher will be used to evaluate.
-Give and take criticism graciously.	---learn to give and receive criticism graciously.	--participate in the holistic scoring of a fellow classmate's presentation.	
	---learn to conduct a meeting properly and productively.	--hold a meeting to plan a class project.	
-Reach a consensus of opinion or a conclusion if possible.	---learn to reach a consensus of opinion and follow through with the conclusion.		
-Make an appointment.	---learn to make an appointment.	--practice making dentist or doctor appointments by role playing. --practice making appointments for job interviews by role playing.	-Class presentations.
-Conduct business by telephone.	---learn to conduct business by the phone.	--practice making operator-assisted long distance phone calls. --make reservations for hotel, restaurants, concerts, etc. --practice making emergency phone calls by role playing. --practice buying or shopping by phone.	-Class presentations.

SUBJECT: LISTENING SKILLS
Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	
-Ask pertinent questions after speech.	---learn to ask pertinent questions after a speech.	--be asked questions by students which will be recorded and measured holistically for degree of pertinence.	-Teacher-prepared test.
		--complete following a speech, a worksheet of questions to be answered orally.	
-Listen for appreciation of music.	---develop an understanding of various kinds of music and the moods or messages they evoke.	--listen to a variety of music (classical, jazz, blues, rock and roll, blue grass, etc.).	-Teacher-prepared test.
	---be able to classify the different types of music.	--describe feelings and moods evoked by the melody or words.	
	---be able to identify the musical works of three classical composers.	--classify the different types of music by writing down the names after hearing a piece.	
-Develop appreciation of a variety of literary materials.	---develop an understanding of a variety of literary materials.	--recite a poem each month.	-Poem recitation.
		--read and analyze two short stories as a group activity.	
		--write and present various themes found in the short stories discussed in class.	-Student presentation.

C. WRITING SKILLS

OVERVIEW

Effective writers write often. Successful development of writing ability can be taught by frequently guiding the student through phases of the writing process. In the process approach to writing, emphasis is placed on getting the ideas on paper. The student should be encouraged to do a prewriting or writing activity daily. The mechanics of writing, namely, grammar, usage, and punctuation are taught as a group of sub-skills to be mastered during editing, not as the ultimate learning objectives. (See GED writing skills section for mechanics of writing.)

COMPONENTS OF THE WRITING PROCESS

PREWRITING

BUILDING EXPERIENTIAL BACKGROUND

Before we write we must have a wide variety of experiences and knowledge of the subject. The easiest subject to write about is ourselves and our personal experiences. Therefore, ideas for writing can best be acquired through a wide variety of real-life experiences such as travel, hobbies and being part of various interest groups. Classroom field trips make excellent writing topics. Ideas for writing can be acquired vicariously through research, general reading, audio-visual materials, listening and speaking activities. Therefore, classroom motivation for writing should tap into as many of our senses as possible.

FREEWRITING

Freewriting is writing about one's visual and mental observations of the moment. Students should be provided the opportunity to free write 5-15 minutes in a daily journal, log or diary. This writing is not to be graded although it may be read or checked by the teacher. As a preliminary writing activity, free writing can help relieve some of the stress and anxiety associated with writing assignments.

KNOWING THE AUDIENCE

Writing to an audience is directing the writing to a particular reader. The reader may be oneself or persons, known or unknown. Awareness of audience influences the writer's vocabulary and style.

SETTING A PURPOSE

Purpose is stating the reason, main idea, or topic of the composition. Some writing purposes are:

Narrative - to write a story.

Informative - to write the facts.

Descriptive - to write vividly about details.

Persuasive - to write about issues and give arguments for a particular point of view.

BRAINSTORMING FOR IDEAS

Brainstorming is listing ideas about a topic as they come to mind. A composition may be based on the ideas from a brainstorming list.

ORGANIZING THE IDEAS

Organizing involves arranging the list in proper sequence. These listed ideas are grouped into clusters of related ideas. Then the clusters are sequenced and used as a basis for paragraph development. A topic sentence and outline can also be developed from clustered ideas.

WRITING THE PAPER

ROUGH DRAFT

The writer will begin writing the rough draft of the composition by using the outline of clustered ideas. He/she will open and close the composition by stating the main idea. Supporting details, facts, reasons and examples are written in the body of the paper. Finally, the writer should summarize the paper. Conclusions, implications, and opinions will be given. (One should not concentrate on mechanics of composition at this time.)

EDITING, REVISING, REWRITING

The writer will read over the composition and check for mechanics and composition, style, clarity, and overall effectivenss. After editing, the composition should be rewritten.

EVALUATING THE PAPER

There may be teacher or peer evaluation. A holistic scale is most effective. The teacher may devise a rating scale based on 5 or 6

aspects: clarity, paragraphing, mechanics, topic support and style. The class may develop a statement explaining the rating numbers from 1 to 6 on the scale. The teacher and/or peers edit and evaluate one another's paper for one or more aspects. This technique makes grading easier and much less time consuming.

WRITING CREATIVELY

Writing creatively is writing with strong emotional appeal or dramatic effect.

SUBJECT: WRITING SKILLS

Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	
-Prewrite			
-Build experiential background.	---express himself/herself orally and in writing about past and ongoing experiences.	--participate in class discussion before writing answers to questions.	-Exercise correction.
		Reading Skills for Adults. Steck-Vaughn.	-Teacher-prepared test.
		--write a story about a family picture.	
		--write a summary of a movie seen in class.	
		--do freewriting about past events stimulated by musical piece.	
		Write From the Start. Newbury.	
-Become comfortable and accustomed to the writing process.	---maintain a journal in which entries are made at least five times a week.	--write 5-15 minutes in a diary each day in class.	
	---react to visual stimuli in writing.	--record ideas and feelings generated by a poster, painting or magazine picture.	-Assignment completed.
		Note: Students will have ten minutes to list phrases or sentence fragments suggested by topic.	
		--write about one's bedroom.	
		--describe in writing about something one possesses which has special meaning.	

SUBJECT: WRITING SKILLS

Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--describe one's kitchen just before dinner, recording what one might hear, see, taste, smell or feel.	
-Understand the role of audience or reader.	---identify and adapt writing for a particular audience.	--write an invitation to a friend for a party.	
		Write It Down, Book D. Barnell-Loft.	
		--write a postcard to a friend telling about a vacation.	
		--rewrite the letter to a friend.	
		--make it appropriate for grandparents, former teachers or religious leaders.	-Test on which student identifies the audience after reading various passages.
		Write From the Start. Newbury Press.	
		--write a letter to a character from a story or a picture.	-Completed letter
		--write to explain your philosophy of life to an imaginary friend.	
		--write a letter to teenagers of America about the dangers of substance abuse.	

SUBJECT: WRITING SKILLS
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--write a letter to a women's right group for or against ERA.	
		How to Write Right, Book D. Entry Publishing.	
-Set the purpose for writing.	---demonstrate knowledge of basic paragraph types: narrative, descriptive, and persuasive.	--write a narrative paragraph about a personal experience.	-Narrative writing piece is submitted.
		Write From the Start, pp. 3-32. Newbury Press.	
		--describe a favorite relative past, present or future.	
		--fill in a cloze paragraph with proper transition words.	-Test for knowledge of transition words.
		Write From the Start. Newbury Press.	
		--write an informative piece giving directions for preparing a favorite dish.	
		--write an informative piece giving directions for traveling from home to school.	-Presentation in which student gives a "How to..." talk.
		--take part in group work in which the members make up a simple game and the rules for it.	-Completed game/ structure and clarity of rules and directions.
		Note: Directions will be exchanged and examined for clarity.	

SUBJECT: WRITING SKILLS
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--work through handouts meant to heighten sensory perception.	
		--describe, but not name the taste and texture of a favorite snack food.	
		--write a descriptive paragraph of a well-known landmark and ask classmates to identify it.	
		--write a descriptive paragraph contrasting a best friend and worst enemy.	
		--write a descriptive paragraph contrasting the best and worst time of one's life.	
		--write a description of life without television.	
		--read a description of an unnamed object and then open discussion on its effectiveness.	
		--underline and discuss persuasive arguments in writings presented by the teacher.	
		--write a persuasive paper on his/her point of view on love and marriage.	
		--write an advertisement to persuade readers of the product's value.	-Advertisements evaluated holistically as a group assignment.

SUBJECT: WRITING SKILLS
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--analyze television commercials and their ability to persuade.	
		--write a letter to a newspaper editor about the benefits of adult education.	-Completed letters.
-Understand the process of brainstorming and collecting ideas before writing takes place.	---contribute ideas for topics or support of a chosen topic.	--write a group story on the board.	-Word association exercise with continuous writing for five minutes.
		--contribute a sentence to a story that is constructed by the class as a whole.	
		Note: A fairy tale for children is a good topic.	
-Organize ideas through clustering, sequencing and outlining.	---outline an article.	--be given a partially structured outline to complete.	-Test for outlining and sequencing skills.
		--outline ideas for a letter of complaint.	
		EDL FA Tape Listening and Writing Lessons. Houghton-Mifflin.	
	---sequence correctly, a nonsequential paragraph or dialogue.	--put a nonsequential dialogue in correct order.	
-Write the paper.			
-Learn the value of taking the writing process step by step.	---write a rough draft using an outline.	--be given an outline from which to write a rough draft of a paragraph.	-Outline of a major news article.

SUBJECT: WRITING SKILLS
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--contribute to a group story about a current major news event.	
	---edit, revise, rewrite and summarize a story.	--edit, revise and rewrite his/her own story, possibly from a journal entry.	
		--choose a journal entry to edit, revise and rewrite for class/teacher evaluation.	
		--summarize news articles from various sections of newspaper and magazines.	-Summary of a news article.
			-Summary of movie review.
-Be familiar with an evaluation procedure which pinpoints areas of strengths and weaknesses.	---edit, revise and rewrite a paper after a holistic rating scale evaluation has been applied.	--help to devise a five point scale with each of the five categories further subdivided into high, middle and low achievement.	-Students will be given various examples of writings to be rated according to the holistic scale in use.
-Write creatively while experimenting with rhyming and free verse.	---identify a sonnet, Haiku and free verse poetic forms.	--be introduced to the basic poetic forms of sonnet, Haiku and free verse poetry.	-Haiku, sonnet or free verse poem to be identified and analyzed for style, rhythm and tone.
		--be presented tools for analyzing 3 different types of poems for style, rhythm and tone.	

SUBJECT: WRITING SKILLS
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page The student will be able to:	Continued from previous page The student will: --write a sonnet, Haiku and free verse poem. Write It Down, Book D. Barnell-Loft. --write the meaning of several poems after reading or Listening to records. Adventures in Poetry. Harcourt Brace.	Continued from previous page

SUBJECT: WRITING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	
Prewrite			
-Build experiential background.	---express himself/herself orally and in writing about past and ongoing experiences.	--discuss topics orally for background information. Tests and Essays, pp. 62-71.	
-Become accustomed to and comfortable with the writing process.	---write nonstop for five or ten minutes.	--do freewriting about a past event stimulated by a musical piece.	-Completed assignments.
		--do freewriting about a favorite childhood friend.	-Special holistic scale set up to evaluate journal writing.
		--keep a journal to practice writing without worrying about a grade.	
		--begin a journal entry with one of the following assigned topics: When I have to write something, I... I wish I didn't have to... What the world needs most is... I wish I were able to...	
		--begin freewriting by taking a position on one of the following: ...Who is a hero? ...Drunk drivers should go to jail. ...Crime pays. ...Rich countries should give food to poor countries.	-Topic sentence stating position. Three supporting sentences. Summary sentence restating the topic.

SUBJECT: WRITING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page The student will be able to:	Continued from previous page The student will:	Continued from previous page
		--write about feelings, attitudes, and observations of current environment for 5-15 minutes daily on a given topic. Writing Makes Sense, pp. 36-38, 80-82. Fearon	
		--write a story about an unpleasant phone call.	
-Understand the importance of writing for a specific audience or reader.	---identify and adapt writing to suit a particular audience.	--write the same paragraph again, but change facts and details to suit different audiences.	
	---learn business and personal letter forms.	--write a letter to a friend telling about the last holiday you celebrated.	-Business and personal letters.
		--write a letter to a company payroll office to explain that you weren't paid for a month's work.	
		--write a letter to the Chamber of Commerce of a state you would like to visit, and ask for travel information.	
		--write a letter to someone you love telling why you love him or her and how much you love him or her.	
-Set the purpose for writing.	---demonstrate knowledge of basic forms used in choosing the purpose for writing: informative, narrative, descriptive, and persuasive.	--write a speech to be given to a high school graduating class.	

SUBJECT: WRITING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--write an advertisement for a new invention/product.	-Presentation of advertisements.
		--write an advertisement or brochure for a dream island hideaway.	-Completion of brochure or advertisement.
		--write a paper of contrast, discussing the points of view of a liberal and a conservative on a particular news event.	-Read an article contrasting two political candidates.
		--interpret and apply directions.	-Answer questions showing knowledge of comparison and contrast.
		Everyday Reading and Writing. Unit 12. New Reader Press.	
		Test and Essays, pp. 32-33. Contemporary	
		Listen and Read. EA. Lesson 10. EDL	
		--write directions for traveling from home to school.	-Completion of clearly written directions from student's home to the Fountain Square downtown.
		Key Concepts of Composition. Barnell-Loft.	
		Writing Makes Sense, p. 107. Fearon.	
		--write an editorial on a selected topic.	
		Write It Down Books E.P.D. Barnell-Loft.	

SUBJECT: WRITING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--keep a journal.	
		Note: He/She will write using a cause and effect pattern of organization.	
		Everyday Reading and Writing. Unit 10. Lesson 3. New Reader's Press.	
		--describe a personal problem in a journal entry.	
		Note: He/She will include feelings of self, others' reactions and means of solving problem.	
	---sequence of events.	--rearrange sentences into correct chronological order.	
		--draw a road map of his/her life from birth to present.	-Test:
		Note: The student will draw small pictures along the way to symbolize or indicate any experience. He/She may then use the prewriting activity as a catalyst for a narrative writing assignment.	-Select appropriate beginning and ending points for paragraphs which lack both sentences. -Put a story in chronological order. -Write the cause for sentences showing the effect.
		--write a biographical account of a person he/she knows very well.	
		Listen and Read. EA. Lesson 5. Tapes. EDL.	

SUBJECT: WRITING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page The student will be able to:	Continued from previous page The student will: --fill in cloze paragraph with proper transistion word. Listen and Write. FA. Lesson 5 Write From the Start. Newbury. --state the dominant attitude of the room in which he/she is sitting in a topic sentence. Note: The student will then write three descriptive sentences of support and a concluding sentence. --write a description of a character from details gained from reading. Controlled Reader Study. Guides E-H. EDL. --write a comparison/contrast of: men/women rich/poor spring/summer winter/fall --write a haiku poem. --write a description without naming the object. ...an ice cream cone/sundae. ...an assembly line. ...a car. ...a crowd at an event such as the EBN fireworks.	Continued from previous page -Haiku poem. -Description of a well-known person, place or thing to be submitted.

SUBJECT: WRITING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		...losing boxer/winning boxer after the bout. ...the Ohio River from the Eden Park lookout point. ...his/her street at midnight.	
		--write a paper stating a point of view on selected controversial issues of our times.	
	---state his/her point of view in writing.	--write a paper using one of the following points of view: ...there is no justice in the world. ...there is some justice in the world. ...the world is just.	
		The Write Stuff. Tests and Essays. Contemporary.	
		--refer to a political cartoon and write a persuasive response in agreement or disagreement.	-Completion of a persuasive paper.
		--write a paper suggesting one or more alternatives to present energy sources.	
		--write a persuasive response to a "Dear Abby" letter.	
		--write a persuasive paper telling high school dropouts to complete their education.	
		--scan a newspaper or magazine to find those articles which are the most persuasive. Note: Class discussion will follow.	

SUBJECT: WRITING SKILLS

Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
-Understand the process of gathering ideas by brainstorming before writing takes place.	---contribute ideas for a topic or supporting ideas for an already chosen subject.	--write a list of ideas to cover knowledge of a current event.	
		--complete a worksheet which guides the student to organize words from most general to most specific.	-Test for understanding of word specificity.
		--take part in group activity in which there is brainstorming to create a list of words which show similarities and a list which shows differences.	
		--fill in a cloze exercise which provides greater understanding of comparative and contrastive ideas.	-Cloze exercises.
		--write a list of topics he/she would like to write about.	
		--write about a dream from a list of words derived after brainstorming.	
		--write about something in life that should be changed.	
		--make a shopping list to fit family needs for a week.	-Shopping list.
		The Cambridge Program for the New York State GED Writing Sample, pp. 15-32. Cambridge	
-Organize ideas through clustering, sequencing and outlining.	-arrange ideas into sequential order.	--rewrite a nonsequential story in correct form.	-Sentence combining test.

SUBJECT: WRITING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
	---write and recognize topic sentences.	--underline topic sentences which have been placed in various positions in the paragraphs.	
	---combine and rearrange words to form more complex sentences.	--do sentence combining exercises.	
		--rewrite topic sentences to achieve greater specificity.	
	---combine or rearrange sentences to make paragraphs more interesting.		
		--participate in group clustering ideas on a given topic.	
		Writing Makes Sense, pp. 22-24. Fearon.	-Putting nonsequential sentences into logical order.
		--arrange cluster ideas into paragraphs.	
		Putting It Into Paragraphs, pp. 14-58. Contemporary	
		Troubleshooter Books: Listen and Read. EA. Lessons 6 & 5 tapes. Houghton-Mifflin.	
-Writing the paper.			
-Benefit by the step-by-step build-up to the writing process.	---write a rough draft using clustered ideas derived from brainstorming.	--take words and phrases used to describe a room and write a rough draft of a descriptive paragraph.	-Test: Writing three supporting sentences for every topic sentence given.

SUBJECT: WRITING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--form a descriptive paragraph which becomes increasingly more specific.	
		Note: The topic sentence will be supplied by the teacher.	
		--write down supporting details in paragraphs.	
		Write It Down. Barnell-Loft.	
		--place topic sentences in different locations in paragraphs.	
		Teaching Adults to Write, pp. 11-12. Scott Foresman.	
-Learn to edit, revise, rewrite and summarize a rough draft of a writing assignment.	---write summary statements by restating the topic.	--complete an exercise in which the topic sentence must be found and restated to form a summary statement.	-Restating topic sentences.
		Writing Makes Sense, pp.45-47, Fearon.	
		--choose three freewritings to edit, rewrite and revise.	-Corrected assignments.
		--submit for progress assessment.	
		Note: Students should be able to discuss points of contention or structure with each other.	

SUBJECT: WRITING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page The student will be able to:	Continued from previous page The student will: --proofread passages for correct grammar, usage, punctuation and paragraphing. Putting It Into Paragraphs. Contemporary.	Continued from previous page
-Improve thesaurus and dictionary skills.	---correct unnecessarily verbose language.	--clarify and simplify muddled or complicated sentences after the student understands such terms as: verbiage, verbosity, obfuscation, and obscure meaning. Creative Escapes: Adventures in Writing for Grades 7-12, p. 29. Fearon Teacher-Aid Book.	-Rewriting sentences to simplify.
-Be exposed to well known authors.	---find examples of grammatical structures taught in class instructional periods.	--analyze writing samples of six to eight noted authors. Note: The worksheets will provide specific examples to observe the author's uses of descriptive grammatical elements, the complexity of the sentences, tone, etc. Creative Escapes: Adventures in Writing for Grades 7-12, p. 25. Fearon Teacher-Aid Book.	-Literature test to evaluate knowledge of class assigned readings.

SUBJECT: WRITING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
-Evaluate personal work and writings of others by using a holistic scale.	---improve writing by applying a holistic scale of evaluation.	--understand and be able to apply teacher's evaluation scale. --choose one rough draft and evaluate it using a holistic scale. Note: The student will exchange papers with another classmate to reevaluate. --develop holistic rating scale definitions. Foundations for Learning. MacMillan. New York Writing Skills Sample. Cambridge. --understand proofreading symbols. Writing Makes Sense, pp. 22-24. Fearon. --rate various pieces of writing for: ...logical order: organization ...grammar and punctuation: mechanics ...clarity of topic sentence and supporting sentences: point of view.	-Student will rate three writings using the class prepared holistic scale.

SUBJECT: WRITING SKILLS
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
-Develop creative writing skills.	---know the basic elements of a sonnet, haiku or free verse poem.	--be instructed on the form of a sonnet, haiku or free verse poem.	-Test to identify various poetic forms.
		--analyze examples of sonnets, haiku or free verse poems.	
		--critique personal poems and those of well-known poets.	-Test to critique various poetic forms.
		Adventures in Poetry. Harcourt Brace.	

SUBJECT: WRITING SKILLS
Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
-Prewrite	The student will be able to:	The student will:	
-Build experiential background.	---express himself/herself orally and in writing about past and ongoing experiences.	--gather ideas for a story about a favorite vacation or day of relaxation by doing a prewriting exercise. --do a prewriting assignment of reviewing the last movie seen. --use National Geographic picture(s) to write a story about a different cultural group. --write a summary of a television factual program such as Nova, Meet the Press, etc.	-Completion of assignment.
-Become acclimated to the writing process.	---write continuously on a given topic for at least ten minutes.	--maintain a journal at least five days a week in which various types of writing assignments are included: personal of all types, poetry, informative, narrative, persuasive and descriptive prose, word association brainstorming, etc. Note: ...informative: discuss some of the reasons teenagers run away from home. ...brainstorming: write a list of jobs that involve	

SUBJECT: WRITING SKILLS
Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will: listening to other people's problems and giving advice.	
-Become adept at focusing writing for a particular audience.	---identify his/her audience and accommodate writing accordingly.	--write a letter to a friend who has suffered a loss through death, divorce, etc. --write a request for a loan from a relative. --write an application to NASA officials to be the first civilian to land on Mars. --write a letter to the Selective Service Board for information on opportunities in the armed services. --write a letter to the president of Cicada Lovers of America. --prepare a speech to be given to teenage runaways. --prepare a speech to be given at your former high school.	-Submitted writings.
-Set the purpose for writing.	---identify the purpose of the writing to readily supply the topic sentence.	--write about plans for the future. --write an analysis of a news story. --write directions for a person to order from a catalogue. --Everyday Reading and Writing. Lesson 12. New Reader's Press.	

SUBJECT: WRITING SKILLS

Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--write a summary to explain the reason for applying for a G.E.D. diploma.	
		Note: The student will use the Ohio G.E.D. application procedures.	
		--write a persuasive speech to be presented in class.	-Student presentation.
		--write a news event.	
		--analyze at least five pet peeves, and give the reasons those situations disturb the writer.	-Submitted paper.
		--analyze various writings to discover the intended audience and intended purpose.	-Analysis of various writings to discover intended audience.
		Key Concepts of Composition. Barnell-Loft.	
		"Recognizing Purpose." Listening and Learning Tapes. G-13. EDI.	
	---identify and use narrative prose.	--write a summary of a sports event or a television show.	-Student will read a previously written narrative piece, revise it and submit.
		--write and present a summary of news events.	
		Note: Students will work in groups and present on different days.	
		--write views on good parenting.	

SUBJECT: WRITING SKILLS

Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
	---identify and use descriptive prose.	--compare and contrast a good and an evil character from a novel, television program, comics or movies.	-Handouts to reinforce ideas of comparison and contrast.
		--write a description of an event and have the class guess the event.	
		Writing for a Purpose. Contemporary.	
		--write a comparison of men and women teachers.	
		--describe his/her present learning environment and progress within the environment.	
		--write about the weather using figures of speech.	
		Effective Style. Follett.	
		--describe what student did after his/her friend failed to pick him/her up at a foreign airport.	
		--describe a nutritional, delicious and aesthetically pretty meal.	
	---identify and write using persuasive prose.	--write a paper defending one of our national foreign policy positions.	-Students will write persuasive paper for evaluation.
		Writing for a Purpose. Contemporary.	

SUBJECT: WRITING SKILLS

Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--write a letter to his/her teacher explaining the reason a grade should be raised.	
		--write a paper taking a positon on the present condition of the American educational system.	
		Note: Remedies for any deficiencies should be given.	
		--take a position on the welfare system.	
		--take a position on enforcement of a dress code in schools.	
		--take a stand on the topic, "You are what you eat."	
		--write a curriculum for schools in the year 2000.	-Curriculum will be evaluated.
		--present reasons for choices of study areas to the class.	
		--discuss and write about what is a crime and what is not a crime during the fighting of a war.	
		--write a letter to a family member to persuade member of the need for specific New Year's resolutions.	
		--take a position on turning his/her nearest neighborhood park into a shopping center.	

SUBJECT: WRITING SKILLS
Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
-Understand the process of brainstorming and collecting ideas before writing is to take place.	---write a list of words or phrases associated with a particular topic.	--refer to a travel brochure and note its main topic by listing its positive and negative features.	
		--make a list of crimes and the appropriate punishments.	-Completed assignment.
		--use the list for class discussion.	
		--make a list of articles and services which were considered luxuries a hundred years ago, but which are considered essentials today.	
		--list articles or services which are luxuries today, but which everyone will have twenty years from now.	
-Organize the ideas through clustering sequencing and outlining.	---arrange ideas in sequential order.	--complete handouts in which the story must be rearranged in sequential order.	-Sequencing exercises.
	---write and recognize topic sentence.	--locate and underline topic sentences in narrative prose and poetry. Spoon River Anthology. Edgar Lee Masters Adventures in Reading Harcourt Brace	
	---combine sentences to form more complex sentences.	--complete sentence combining exercises.	-Sentence combining exercises.

SUBJECT: WRITING SKILLS
Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
	---combine and rearrange sentences to form more interesting paragraphs.	--use word association lists to form persuasive, narrative, descriptive or informative writing.	
-Writing the paper. -Write with greater assurance by use of the step by step procedure of the writing process.	---locate supporting details.	--complete a worksheet by underlining supporting details given in various passages.	
		--complete a worksheet in which the student must list words of greater and lesser specificity than the one given.	-Vocabulary specificity exercises.
		Developing Structure, pp. 133-142. Follett.	
		Putting it into Paragraphs, pp. 106-118. Contemporary.	
		New York State GED Writing Sample, p. 1. Cambridge	
-Learn to edit, revise, rewrite and summarize a rough draft of a writing assignment.	---write summary statements by restating the topic.	--arrange a passage into logical order.	-Arranging dialogue in logical order.
		Writing Makes Sense, pp. 227-232. Fearon	
		--choose one poem and one prose entry in his/her journal for revising and editing.	
		--proofread sentences and passages to correct grammar, usage and punctuation. Writing Skills Textbook. Contemporary.	-Correct passages for grammatical structures.

SUBJECT: WRITING SKILLS
Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
-Evaluate personal work and writings of others by using a class-devised holistic scale.	---improve writing by applying a holistic scale of evaluation.	--participate in peer evaluation. --evaluate various passages from published works, using the class-devised holistic scale. --present a critique of a piece which has been evaluated.	-Groups' composing holistic rating scale for various purposes.
-Develop creative writing skills.	---know the basic elements of a limerick, sonnet, haiku and free verse.	--analyze the basic attributes of a limerick, sonnet, haiku and free verse poem.	-Test: -Analysis of poems similar to those discussed in class.
	---write a sonnet, limerick, haiku and free verse poem.	--write limericks, sonnets, free verse and haiku poetry. The Lively Art of Writing: Understanding Forms. Follett. --analyze several poems in a variety of styles for form, language and audience. The Lively Art of Writing: Understanding Forms. Follett. --critique several personal and well-known poems. Adventures in Poetry, pp. 125-135. Harcourt Brace.	-Completed work.

SUBJECT: WRITING SKILLS

Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page The student will be able to:	Continued from previous page The student will: --draw a personal lifeline tree. --label each branch an important part of his/her life. --label each limb of the branch with subordinate related information. Foundations for Learning. McMillan.	Continued from previous page -Completed assignment.

BIBLIOGRAPHY

Writing Levels I, II, III

	Levels
Adventures in Poetry Harcourt Brace, 1964	I, II, III
Everyday Reading and Writing New Readers Press	I, III
Foundations for Learning Language McMillan, 1982	I, II, III
How to Write Right Entry Publishers, 1986	III
Key Concepts of Composition Barnell-Loft, LTD, 1987	III
Listen and Read EA Tapes EDL McGraw Hill, 1978	II
Listen and Write FA Tapes EDL McGraw Hill, 1978	II
Lively Art of Writing, The: Forms, Structure, Style Steck-Vaughn Company, 1976	III
New York State GED Writing Sample Cambridge, 1986	III
Teaching Adults to Write Scott Foresman and Company, 1986	I, II, III
Tests and Essays Contemporary Books, Inc., 1985	II, III
Write From the Start Newberry, 1984	I, II
Write it Down Barnell-Loft, LTD., 1986	I, II
Write Stuff, The: Writing for a Purpose Putting it into Paragraphs Contemporary Books, Inc., 1985	II, III
Writing Guides Active Learning Corp., 1986	II

D. SPELLING OVERVIEW

OVERVIEW

Spelling is learned in conjunction with reading and writing from the beginning levels of literacy throughout our formal and informal education. It is a necessity for writing. The student who does not master spelling will come to realize the importance this skill plays in being able to communicate effectively in writing for day to day survival.

From writing personal and business letters, to writing grocery lists, notes to the family, completing forms and applications, our level of academic competence is judged and often misjudged by our ability to spell. Poor readers are often poor spellers, but poor spellers may very well be good readers who have not learned to apply spelling rules and memorizing techniques. The good student needs to spell in order to maintain an academically competent self-portrayal.

Spelling books for adults should cover several kinds of words and activities. They should not only include basic word lists appropriate to the academic grade level but also words which adults use everyday in writing. The texts recommended in these activities fulfill both of these aspects.

In addition, activities in spelling books should include phonics, structural analysis, memorizing techniques and contextual activities for using the words appropriately in writing.

TEACHING SPELLING - A MULTI-SENSORY APPROACH

1. Start with small words and build to larger words. Introduce words and meanings.

2. Let the student group the letters of the word into 2-4 letter groups. (Not necessarily standard syllables.)

3. The student writes the word vertically in these letter groupings.

4. The student closes his/her eyes and visualizes the word. With the tip of the index finger, the student writes the word on a textured surface or on chalkboard.

5. The teacher dictates the word 4-6 times. After each dictation, the student will say and write the word vertically in letter groupings using finger. Eyes remain closed.

6. Before the student opens his/her eyes, the teacher says, "Try to forget it." This should trigger an opposite reaction and lock the word into memory.

7. The student opens his/her eyes and immediately writes the word with a pencil horizontally. After 5 minutes the student should review the word. Periodic reviews reinforce learning.

8. The student writes any misspelled words in his/her 2 favorite colors. The missed letters in the more favorite color. Barbara Vitale calls this "color shock".

9. For additional followup, the student learns to use "sign language" for the deaf for spelling practice.

10. The student spells words using tactile materials such as pipe cleaners, or clay. These multi-sensory experiences for teaching spelling should be tried when students do not learn to spell by traditional methods.

Note: Permission to print this approach to teaching spelling has been given by Fran Holthaus, ABE Coordinator, Upper Valley Joint Vocational School District, Piqua, Ohio. She credits several aspects of the method to Barbara Vitale, Author of Unicorns Are Real.

SUBJECT: SPELLING
Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	
-Mastery of beginning, ending and consonant blend sounds.	---write the letter or letters for beginning, ending and consonant blends when he/she hears the sound.	--write the first letter of a word after the teacher pronounces the word. _at > The teacher says "mat"; the student writes "m" in the blank. --write the last letter of a word after the teacher says the word. ma_ > The teacher says "mat"; the student writes "t" in the blank. --write the last two letters after the teacher pronounces a word with a consonant blend. sa_ _ > The teacher says "sand"; the student writes "nd" in the blanks. Building Word Power. Steck-Vaughn. Working with Sounds: A, B, C, D. Barnell-Loft.	-Dictated tests.
-Mastery of the thirteen single vowel sounds.	---write the correct vowel when a short vowel sound is heard.	--fill in the vowel in one syllable words. m_+ > The teacher will say "mat"; the student will fill in an "a". --read from flashcards. --spell one syllable words which have short vowel sounds, consonants or consonant blends.	-Dictated tests.

SUBJECT: SPELLING

Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
	---read and spell words with murmur diphthongs or r-controlled vowels: ar, er, ir, or, ur.	--practice reading flash cards, --hear and write the difference in "ar, "or" and "er sounds. --memorize new words that include "er", "ir" and "ur".	-Spelling tests.
	---read and spell words with a long vowel sound and a silent vowel.	--practice reading words which have two vowels, the first one being pronounced the same as its name, the second one being silent. --write the letters for short and long vowels in 1-2 syllable words. Focus on Phonics, Books 1-3. Laubach.	
-Demonstrated proficiency in reading and spelling words with consonant diagraphs: ch, sh, th, ng, nk.	---read and spell words which contain consonant diagraphs.	--practice reading words which contain consonant diagraphs. --fill in missing letter in words. _ _ a _ _ > The teacher says "smash"; the student fills in the appropriate letters.	-Spelling tests. -Dictated words.
-Spelling mastery of words which take an "-s" or "-es" plural.	---spell words which require an "-s" or "-es" to be pluralized.	--add "-s" or "-es" to form plurals of nouns and third person singular of verbs. Troubleshooter: Book 3, Houghton-Mifflin.	-Teacher prepared tests.

SUBJECT: SPELLING

Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
-Spell proper nouns using capital letters.	---spell proper nouns and capitalize correctly: names, cities, states, calendar words, etc.	--practice spelling words which need to be capitalized. Adult Reader. Steck-Vaughn. Map Skills: A-D. Weekly Reader Skills Book Co.	
-Correctly spell number words from one to twenty.	---spell number words from one to twenty.	--play a form of Bingo using number words. --work out math problems which are composed of number words. Steps to Math: 1, 2. Steck-Vaughn.	
-Proficiency in identifying and spelling words containing contractions.	---spell contracted words. ---differentiate between "its" and "it's". ---differentiate between contracted or possessive words which require an apostrophe and possessive adjectives or pronouns which do not.	--form contractions from two complete words. --rewrite a paragraph containing contracted words and change them to their uncontracted counterparts. --complete a paragraph by supplying apostrophes where needed.	-Exercise completion.
-Mastery of commonly used synonyms, antonyms and homonyms.	---increase vocabulary, use previously taught phonics and augment sight word vocabulary by learning to spell common synonyms, antonyms and homonyms.	--practice new spelling words by supplying the new synonyms, antonyms and homonyms in the appropriate spaces on teacher-prepared worksheets.	-Teacher-prepared tests.

SUBJECT: SPELLING

Level I

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
		--answer questions in writing which require knowledge of the new spelling words.	
		All Spelled Out: Book D. Contemporary.	
		Language Exercises: orange, red. Steck-Vaughn	
-Spelling mastery of words containing commonly used prefixes and suffixes.	---change verbs to nouns by adding the appropriate suffix.	--have exercises to practice newly introduced prefixes and suffixes.	-Teacher-prepared tests.
	---change nouns or verbs to their antonyms by adding the correct prefix.	Working With Sounds: A-D. Barnell-Loft.	
-Spelling of rhyming family words with ease.	---use phonetic approach to spelling rhyming family words.	--practice rhyming family words by completing a cloze exercise from a list of rhyming words.	-Dictation
		Building Word Power. Steck-Vaughn.	
-Spelling proficiency of Dolch grade level words.	---spell grade level sight words from the Dolch list.	--have spelling competitions.	-Spelling test.
		--match pictures to words.	
		--practice with flashcards.	
		--write sentences using spelling words taught thus far.	
		All Spelled Out: Books A-D. Contemporary.	

SUBJECT: SPELLING
Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	
-Mastery of all regular and irregular plural forms, and third person singular present tense verb forms.	---form the plurals of all regular and irregular nouns. ---form the third person singular present tense verb forms.	--complete worksheets to reinforce mastery of regular and irregular plural nouns. --practice by doing exercises which require the simple present tense.	-Completed exercises. -Teacher-made tests.
-Mastery of newly introduced proper nouns with correct capitalization.	---spell newly added proper nouns correctly.	--complete word search and rewrite the discovered words with correct capitalization. --correct paragraph by adding correct capitalization. Pre-GED Language. Cambridge. Map Skills. Weekly Reader: 4-6.	-Spelling test.
-Mastery of number words to one hundred.	---recognize and spell number words up to one hundred.	--complete math exercises which require reading number words. --complete cloze exercise which require number words. --participate in spelling competitions.	-Teacher-prepared tests.
-Demonstrated spelling proficiency of science and social studies content area vocabulary.	---correctly spell science and content area vocabulary.	--use content area spelling words to correctly answer comprehension questions. --match meanings to dictated spelling words. World Geography and You. Steck-Vaughn. Democracy in Action. Steck-Vaughn.	-Completed exercise.

SUBJECT: SPELLING

Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
	The student will be able to:	The student will:	
-Mastery of number words to one hundred.	---recognize and spell number words up to one hundred.	--compose math exercises which require reading number words. --complete cloze exercise which requires number words. --play a Bingo-related game which demands reading number words. --participate in spelling competitions.	-Teacher-prepared tests.
-Demonstrated spelling proficiency of science and social studies content area vocabulary.	---correctly spell science and content area vocabulary.	--use content area spelling words to correct answer comprehension questions. --match meanings to dictated spelling words. World Geography and You. Steck-Vaughn. Democracy in Action. Steck-Vaughn. Basic Science for Living: 1-2 Steck-Vaughn. Human Body. Steck-Vaughn.	-Completed exercises.
-Demonstrated spelling success with "ie" and "ei" words.	---spell words containing "ie" and "ei" with assurance. ---memorize the "ie, ei" rule: "i" before "e" Except after "c" Or when sounded like "a" as in "neighbor" and "weigh".	--complete exercises to reinforce understanding of the "ei, ie" rule and its exceptions. Troubleshooter Spelling. Houghton-Mifflin.	-Teacher-prepared tests.

SUBJECT: SPELLING

Level II

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page The student will be able to: ---correctly spell the few words which do not adhere to the rule: neither, leisure, foreign, seize, weird, height, etc.	Continued from previous page The student will:	Continued from previous page
-Mastery of additional prefixes and suffixes, not covered in Level I.	---increase vocabulary and spelling proficiency by learning new prefixes and suffixes.	--form new words by adding correct prefixes or suffixes. --complete workbook exercises. --write sentences using words with correct prefixes and suffixes. Working with Sounds: E-H Barnell-Loft.	
-Augmented vocabulary and spelling proficiency with new synonyms, antonyms and homonyms of two or more syllables.	---read, understand and spell synonyms, antonyms and homonyms of two or more syllables.	--complete workbook exercises. exercises. --write sentences which contain homonym pairs or groups. ...They're talking with their friends over there. ...Two of the boys from the other class went to the auditorium, too. ...The hair of a hare is called fur. Pre GED Language. Cambridge. Common Words. Merrill.	-Dictation -Teacher-prepared tests.
-Mastery of alphabetization and dictionary skills.	---use and benefit from dictionary skills.	--complete various dictionary skill-building exercises. Spelling. Cambridge	-Teacher-prepared tests.

SUBJECT: SPELLING

Level III

Objective	Skills	Teacher Strategies & Activities	Evaluation
	The student will be able to:	The student will:	
-Spell at a level commensurate with his reading level.	---spell grade level sight words and phonetically spelled words with 85% accuracy or greater.	--receive twenty to twenty-five new vocabulary words weekly to be spelled and understood. Word Clues. Books: G-L. EDL Gateways to Spelling. Steck-Vaughn.	-Spelling and vocabulary tests.
-Mastery of increasing numbers of words with irregular spellings.	---demonstrate accuracy when spelling grade level sight words, phonetically spelled words and high school level irregularly spelled words.	--complete workbook exercises --encounter various writing activities which necessitate the use of the current vocabulary list.	-Teacher-prepared tests.
-Frequent and comfortable use of dictionaries.	---edit writings for spelling errors. ---refer to self-made dictionary to review former errors.	--maintain a dictionary of formerly misspelled words. American Heritage Dictionary American Heritage Publishing Co. and Houghton-Mifflin Co.	-Completed assignment.
-Mastery of the 200 most commonly misspelled words.	---correctly spell the 200 most commonly misspelled words.	--compose sentences with the new vocabulary. --complete exercises to reinforce correct spelling and usage. Writing Strategies for Success, p. 118. Steck-Vaughn.	-Spelling and vocabulary tests.

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CHAPTER FOUR

MATHEMATICS

Chapter Four - MATHEMATICS

OVERVIEW

Mathematics is a growing body of information and set of processes. It originates in the world of reality, is abstracted, and formalized into a logical system of facts, concepts, and rules. It is used to describe the quantitative and spatial aspects of the world, and is a tool in problem solving, scientific investigation, and technological development. All people use mathematics to some extent in their daily lives.

Our scientific and technologcial age is creating a rapidly changing society. Knowledge, interpretation, and application of math is an essential for living in today's (and tomorrow's society). Today's society requires mathematically literate individuals, persons who use math to solve problems, make wise judgments based on available data, and can understand and use new technology (i.e. calculators and computers).

A math curriculum must be appropriate, reasonable, and current, stressing concepts, problem solving skills such as estimation, prediction, interpretation, and organization of data, as well as computation and technical skills. Math skills must be able to be applied outside the classroom. Students must be able to solve math problems mentally; this involves having a thorough understanding of the problem, plus the ability to round and estimate.

A.B.E. math students need to acquire basic math skills, but these students also may have some special needs and characteristics that must be addressed for successful learning to take place. Many adults fear math and are afraid to try. This is especially true for the low achievers. These students may well have had negative experiences with math in the past and fear the threat of yet another failure. The better students often prefer math over any other subjects and feel they do well in math, even though they most likely have some deficiencies that need to be remedied. Adult students are pragmatic and goal oriented. They want to learn skills for which they have a real and directly applicable need. Therefore, the math skills taught should have clear and valid applications in adult life.

As with all A.B.E. instruction, it is essential to create an environment geared for success. The material to be learned must be divided into small, workable parts. The student will master a given skill before advancing on to the next skill. Success can be built upon previous successes. Math is easier to teach and to learn than some other subjects because it can be broken down into discrete parts and the acquisition of math skills can be tested for and verified.

Good, initial assessment is very important. If the student has not already been tested, this must be done. Test results will need to be clearly explained to the student, making it very clear that the scores deal with skills to be learned, NOT grade or ability levels. The assessment is used to determine both strengths and weaknesses and can help pinpoint exactly which skills need to be reviewed and/or learned.

Teachers will use a variety of methods, materials, and techniques to help students achieve the objectives of the math program. Many variables such as the nature of the objective, the maturity and ability of the learner, and the style of the teacher influence the specific techniques and methods used. No single method will be appropriate for all students or all teachers. Most work will be done on an individual basis, but there will be numerous occasions for group instruction. Activities and evaluation materials included in this guide are intended to be merely suggestions; teachers should feel free to use only those that are appropriate.

A. PRINCIPLES OF TEACHING MATHEMATICS TO ADULTS

1. Good work habits are essential:

   pencil, not pen, will be used

   work will be neat and well organized

   work done to solve problem should be shown, NOT just the answer.

2. Help students learn and understand the essential vocabulary associated with each given skill.

3. Help students to understand the concepts involved, not just learn (memorize) the skill. Use concrete examples.

4. Adults need more than just a textbook in order to learn new skills: they need 1 on 1 assistance, lots of practice (worksheets, computer assisted instruction, etc.), as well as continual positive reinforcement.

5. Adults learn math through direct involvement, practical application.

B. GOALS OF A.B.E. MATHEMATICS INSTRUCTION

1. To provide math knowledge and skills necessary to meet the student's and society's demands.
2. To develop a basic understanding of the nature and structure of mathematics.
3. To develop critical and logical thinking skills.
4. To develop an understanding of mathematical concepts.
5. To develop computational skills.
6. To develop problem solving skills and strategies.
7. To develop a positive self-image.
8. To develop a positive attitude toward and appreciation of math.
9. To be able to apply math knowledge and skills to one's own consumer and career needs.

SUBJECT: MATHEMATICS
Level I (1-4.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Upon successful completion of Mathematics, Level I, the student will be able to:	The student will:	The student will:	The student will:
——Read and write whole numbers.	——Read and write whole numbers. ---understand decimal number system - 10 digits to show place value. ---read numbers to nine places (millions). ---write numbers to nine places (millions) using commas appropriately.	——Read and write whole numbers. --practice reading numbers. --use commas to help read and write larger numbers. --write a number in its word form. --write a word form in number form.	-Read and do practice in Basic Skills with Whole Numbers (pp. 8, 9, 10).
——Add whole numbers	——Add whole numbers. ---know basic addition facts. ---count by 2's, 3's, 4's, 5's, 10's. ---add numbers without carrying. ---add numbers with carrying to the tens column, to the hundreds column. ---add numbers given in horizontal or vertical position. ---identify vocabulary and symbols indicating addition. ---perform verbal problems requiring addition.	——Add whole numbers. --take CSK (Computational Skills Kit) Diagnostic Test #1. --master Basic Skills with Whole Numbers, pp. 13-26. --practice basic facts, orally and written. --total sales slips. --total grocery bill. --figure operating costs of a car.	-Take CSK Progress test #1. -Do work in "Addition Review" (pp. 27-28).

SUBJECT: MATHEMATICS

Level I (1-4.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics, Level I, the student will be able to:	The student will:	The student will:	The student will:
——Subtract whole numbers.	——Subtract whole numbers. ---know basic subtraction facts. ---subtract numbers without borrowing. ---subtract numbers with borrowing in ones, tens, hundreds column. ---subtract numbers containing zeros. ---subtract numbers given in horizontal or vertical notation. ---identify vocabulary and symbols indicating subtraction. ---perform verbal problems requiring subtraction.	——Subtract whole numbers. --take CSK Diagnostic test #2. --master Basic Skills with Whole Numbers, pp. 31-49. --practice basic facts, orally and written. --balance check book. --figure change when paying bill. --compute weight/temperature gain or loss.	-Take CSK Progress test #2. -Use Basic Skills with Whole Numbers "Subtraction Review" (pp. 50-51).
——Multiply whole numbers.	——Multiply whole numbers. ---know basic multiplication facts. ---multiply numbers without carrying (1, 2, 3 columns). ---multiply numbers with carrying (1, 2, 3 columns).	——Multiply whole numbers. --take CSK Diagnostic test #3. --master Basic Skills with Whole Numbers, pp. 54-75. --practice basic facts, orally and written.	-Take CSK Progress test #3. -Use Basic Skills with Whole Numbers "Multiplication Review" (pp. 76-77).

SUBJECT: MATHEMATICS

Level I (1-4.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics, Level I, the student will be able to:	The student will:	The student will:	The student will:
	---multiply numbers containing zeros without and with carrying.	--figure cost of taking family to movies, zoo, concert, etc.	
	---multiply numbers given in horizontal or vertical notation.	--figure annual salary based on weekly gross.	
	---identify vocabulary and symbols indicating multiplication.	--figure cost of two or more items at same price.	
	---perform verbal problems requiring multiplication.		
——Divide whole numbers.	——Divide whole numbers.	——Divide whole numbers.	
	---know basic division facts.	--take CSK diagnostic test #4.	-Take CSK progress test #4.
	---divide 1-digit divisors without and with remainders.	--master Basic Skills with Whole Numbers, pp. 80-102.	-Complete work in Basic Skills with Whole Numbers "Division Review" (pp. 103-4).
	---divide 2-digit divisors without and with remainders.	--practice basic facts, orally and written.	
	---divide numbers containing zeros.	--learn 4-step division process: divide, multiply, subtract, bring down.	
	---identify vocabulary and symbols requiring division.	--check answer by multiplying quotient by divisor.	
	---perform verbal problems requiring division.	--figure weekly gross pay when given annual pay.	
		--figure average speed.	
		--figure each person's share in buying a gift.	

SUBJECT: MATHEMATICS
Level I (1-4.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics, Level I, the student will be able to:	The student will:	The student will:	The student will:
——Round numbers.	——Round numbers. ---understand the concept of rounding.	——Round numbers to a given place. --explain and use the "controlling number" concept.	-Round given numbers to tens, hundreds, thousands place.
——Average a series of given numbers.	——Average a series of given numbers. ---explain the concept of averaging. ---be able to estimate the answers. ---solve verbal averaging problems.	——Average a series of given numbers. --learn the rule for averaging: add and then divide by the number of numbers. --figure average temperature for month. --figure bowling or batting averages.	-Find the average of a given set of numbers.
——Count money and make change.	——Count money and make change. ---know the value of coins and bills. ---total a combination of coins and bills. ---make change. ---write dollars and cents using dollar sign and decimal point. ---solve verbal money problems.	——Count money. --make purchase with exact change. --make purchase and figure correct change to be received. --read Steps to Learning, Book 1, p. 36.	-Successfully complete the activities.

SUBJECT: MATHEMATICS

Level I (1-4.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics, Level I, the student will be able to:	The student will:	The student will:	The student will:
——Understand and use the American Standard (English) System of Measurement.	——Understand and use the American Standard (English) System of Measurement being able to understand: ---length or distance. -identify common units of length (inch, foot, yard, mile). -know abbreviations and equivalents. -measure length or distance.	——Understand and use American Standard System. --length -study Steps to Mathematics Book 2, pp. 49-51. -measure a pencil, table, room, person. -make paper yardstick and ruler to show relationship of inches and feet to yard.	-Successfully complete the assigned activities.
	---weight -identify common units of weight (ounce, pound, ton). -know abbreviations and equivalents. -measure weight.	--weight -Study Steps to Mathematics, Book 2, p. 55. -weigh person, package. -discuss various foods purchased by the pound.	-Successfully complete the assigned activities.
	---liquid capacity or volume. -identify common units of volume (ounce, cup, pint, quart, gallon).	--capacity -Read Steps to Mathematics, Book 2, pp. 56 & 57. -compare capacity of cup, pint, quart, half gallon, gallon containers.	-Successfully complete the assigned activities.

SUBJECT: MATHEMATICS
Level I (1-4.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics, Level I, the student will be able to:	The student will:	The student will:	The student will:
	-know abbreviations and equivalents. -measure volume.		
	---time -identify common units of time (second, minute, hour, day, week, month, year). -know abbreviations and equivalents. -measured time.	--time -study Steps to Mathematics, Book 2, pp. 53 & 54. -tell the correct time by looking at clock. -show a given time on paper-plate clock. -show various ways of writing dates.	-Successfully complete work Steps to Learning, Book 1, pp. 26 & 27.
	---temperature -understand and compare Fahrenheit and Celsius scales. -know abbreviations and equivalents. -measure temperature.	--temperature -read Steps to Mathematics, Book 2, p. 52. -keep track of body/outdoor temperature for period of time.	-Successfully complete the assigned activities.

SUBJECT: MATHEMATICS
Level II (5-8.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Upon successful completion of Mathematics, Level II, the students will be able to work with:	The student will learn to use and understand:	The student will:	The student will successfully complete:
——Whole numbers	——Whole numbers	——Whole numbers	
---use problem solving strategies.	---use problem solving strategies.	--complete Pre-GED Program in Math, pp. xi & xii.	-the activities.
---solve whole number verbal problems (practical application).	---become familiar with: --vocabulary of math. --signs and symbols.	--complete Number Power 6, Chapter 1.	
---read and write Roman numerals.	--steps to problem solving.	--complete Practical Math: Word Problems, p. iii.	
		--understand and use steps to problem solving: -read problem -draw picture -decide what is being asked and which facts are needed. -decide needed math operation(s). -write problem in mathematical terms. -estimate the answer. -find the exact answer. -compare exact answer to estimate. -recheck answer.	
	---solve whole number word problems - practical application (review of Math I skills).	--work in Number Power 6: Chapters 2, 3, 5, 8. (see Math I activities)	-Pre-GED Program in Math Skills, test B, pp. 74-76. (see Math I evaluation)
	---read and write Roman Numerals.	--learn symbols: I, V, X, L, C, M.	-Mathematics: A Basic Course, p. 4.

SUBJECT: MATHEMATICS
Level II (5-8.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics, Level II, the student will be able to work with:	The student will learn to use and understand:	The student will:	The student will successfully complete:
		--do work in Mathematics in Daily Living: Fractions, Unit 2.	
——Fractions	——Fractions	——Fractions	
---understand fractions (concepts and forms).	---meaning of fractions	--do work in Basic Skills with Fractions, pp. 9-21.	-Basic Skills with Fractions, pp. 23 & 4.
	--terminology: proper, improper fractions, mixed numbers.	--finish Pre-GED Program in Math Skills, pp. 95-101.	
	--equivalent fractions.		
	--simplify fractions.		
	--find common denominator.		
	--compare fractions.	--accomplish Pre-GED Program in Math Skills, pp. 102-6, 112-16.	
---add, subtract, multiply, and divide fractions.	---add fractions.	--work with CSK Diagnostic Test #6 and exercise cards.	-CSK Progress test #6.
	--add like fractions.	--learn Basic Skills with Fractions, pp. 25-35.	-Basic Skills with Fractions, pp. 39 & 40.
	--add unlike fractions.		
	---subtract fractions.	--complete CSK Diagnostic Test #7 and exercise cards.	-CSK Progress test #7.
	--subtract like fractions.		
	--subtract unlike fractions.	--work with Basic Skills with Fractions, pp. 41-48.	-Basic Skills with Fractions, pp. 54 & 5.
	--borrow (regroup)	--finish Pre-GED Program in Math Skills, pp. 107-17.	

SUBJECT: MATHEMATICS
Level II (5-8.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics, Level II, the student will be able to:	The student will learn to use and understand:	The student will:	The student will successfully complete:
	---multiply fractions. --multiply a fraction by a fraction. --multiply a fraction by a whole number. --multiply mixed numbers. --cancel.	--complete CSK Diagnostic Test #8 and exercise. --work with Basic Skills with Fractions, pp. 56-66. --complete work in Pre-GED Program in Math, pp. 119-23.	-CSK Progress test #8. -Basic Skills with Fractions, pp. 73 & 4.
	---divide fractions --divide fractions, whole numbers, and mixed numbers.	--complete CSK Diagnostic Test #9 and exercise cards. --work with Basic Skills with Fractions, pp. 75-81. --Pre-GED Program in Math Skills, pp. 125-28.	-CSK Progress test #9. -Basic Skills with Fractions, pp. 90 & 1.
---solve fraction verbal problems - practical applications.	---solve fraction word problems.	--complete work in Number Power 6, pp. 47 & 71. --use fractions in adjusting recipes. --accomplish work in Basic Skills with Fractions, pp. 36-38, 49-53, 67-72, 82-89. --do work in Practical Math: Word Problems, Unit 2.	-Pre-GED Program in Math Skills test B, pp. 130-132. -Practical Math: Word Problems, p. 47. -Basic Skills with Fractions, Final Review, p. 92.

SUBJECT: MATHEMATICS
Level II (5-8.9

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics, Level II, the student will be able to:	The student will learn to:	The student will:	The student will successfully complete:
——Decimals	——Decimals	——Decimals	
---understand decimal fractions.	---understand decimal fractions.	--do work in Basic Skills with Decimals & Percents pp. 8-15.	-Pre-GED Program in Math Skills test A, pp. 177-78.
	--read and write decimal numbers (6 places).	--cover material in Pre-GED Program in Math Skills, pp. 149-51 & 173-75.	
	--compare decimal values.		
	--change decimals to fractions/fractions to decimals.	--work in CSK Diagnostic Test #10 and exercise cards.	-CSK Progress test #10.
---add, subtract, multiply, and divide decimals.	---add decimals	--complete CSK Diagnostic Test #11 and exercise cards.	-CSK Progress test #11.
		Note: decimal place(s) MUST be lined up.	
		--place decimal points in straight column, then add.	
		--complete Basic Skills with Decimals and Percent, pp. 16 & 7.	
		--do work in Pre-GED Program in Math Skills, pp. 152-54.	
	---subtract decimals (with and without borrowing).	--take Diagnostic Test #12 and exercise cards.	-CSK Progress test #12.
		Note: decimal place(s) must be lined up. Place decimal points in	

SUBJECT: MATHEMATICS
Level II (5-8.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics, Level II, the students will be able to:	The student will learn to:	The student will:	The student will successfully complete:
		straight column, then subtract.	
		--complete work in Basic Skills with Decimals and Percent, p. 20.	
		--do work in Pre-GED Program in Math Skills, pp. 157-159.	
	---multiply decimals	--take CSK Diagnostic Test #13 and exercise cards.	-CSK Progress test #13.
	--multiply by multiples of 10.	Note: total number of decimal places in numbers being multiplied = number of decimal places in product, count to L.	
		--do problems in Basic Skills with Decimals and Percent, pp. 25-28.	
		--finish work in Pre-GED Program in Math Skills, pp. 162-165.	
	---divide decimals	--take CSK Diagnostic Test #14 and exercise cards.	-CSK Progress test #14.
	--divide by whole number.	Note: divisor MUST be whole number.	
	--divide by decimal number.		
	--divide by multiples of 10.	--complete Basic Skills with Decimals and Percent, pp. 33-40.	
	--change fractions to decimals.	--finish Pre-GED Program in Math Skills, pp. 167-72.	

SUBJECT: MATHEMATICS
Level II (5-8.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics I, Level II, the student will be able to:	The student will learn to:	The student will:	The student will successfully complete:
---round decimal numbers.	---round decimal numbers.	--work problems in Working with Numbers, p. 72. --complete work in Pre-GED Program in Math Skills, pp. 169-170.	-activities assigned.
---solve decimal verbal problems - practical application.	---solve decimal word problems.	--read the automobile odometer. --figure sales tax. --figure price per unit. --Basic Skills with Decimals and Percent, pp. 18-19, 21-24, 29-32, 41-45.	-Basic Skills with Decimals and Percent Dec Review, pp. 46-50.
		--complete work in Pre-GED Program in Math Skills, pp. 155 & 6, 160 & 1, 165 & 6, 175 & 6.	-Pre-GED Program in Math Skills test B, pp. 178-80.
——Percent	——Percent	——Percent	
---understand the meaning of percent.	---understand the meaning of percent.	--complete work in Pre-GED Program in Math Skills, pp. 193 & 4. --Basic Skills with Decimals and Percent, p. 57.	-activities
---convert percent, decimal, and fraction equivalents.	---convert percent, decimal, and fraction equivalents. --change percents to decimals.	--complete work in Working with Numbers, pp. 81-83. --finish Pre-GED Program in Math Skills, pp. 194-99.	-Working with Numbers, p. 84.

SUBJECT: MATHEMATICS
Level II (5-8.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics I, Level II, the student will be able to:	The student will learn to:	The student will:	The student will successfully complete:
	--change decimals to percents. --change percents to fractions. --change fractions to percents. --know common equivalents.	--memorize common equivalents. --do assignment in Basic Skills with Decimals and Percents, pp. 58-66.	
---solve percent problems.	---solve percent problems. --find a percent of a number. --find what percent one number is of another. --find a number when a percent of it is given.	--complete work in Working with Numbers, pp. 98-100. --finish Pre-GED Program in Math Skills, pp. 201, 208, 213-16. --figure restaurant tip. --do work in Basic Skills with Decimals and Percent, pp. 67-77, 81-82.	-Pre-GED Program in Math Skills test A, p. 222, test B, pp. 223-25. -Basic Skills with Decimals and Percent, p. 94.
---compute simple interest.	---compute simple interest. --find simple interest.	--understand and use interest formula: I = PRT. --compare interest rates. --use Basic Skills with Decimals and Percents, pp. 78 & 9. --complete work in Pre-GED Program in Math Skills, pp. 217-21.	-Working with Numbers, pp. 92-94.

SUBJECT: MATHEMATICS
Level II (5-8.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics I, Level II, the student will be able to work with:	The student will learn to use and understand:	The student will:	The student will successfully complete:
——Measurement	——Measurement	——Measurement	
---American Standard (English) System convert and compare measurements.	---American Standard (English) System of Measurement. ---convert and compare measurements. (Review of Math I skills.)	--do assignment in Mathematics in Daily Living: Measurement & Geometry: Unit 1. (see Math I activities.)	-activities -(see Math I activities.)
---Metric System --know the common units of measurement and their abbreviations. Understand and use common units of Metric measurement.	---Metric System of measurement. --know the common units of measurement and their abbreviations. --understand and use metric length. --understand and use metric weight. --understand and use metric volume (capacity). --understand and use Celsius temperature.	--complete Mathematics in Daily Living: Measurement & Geometry: Unit 1. --learn metric prefixes. --use metric conversion ladder. --divide up --multiply down	-activities

SUBJECT: MATHEMATICS
LEVEL II (5-8.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics I, Level II, the student will be able to:	The student will learn to use and understand:	The student will:	The student will successfully complete:
---compare and convert Metric and English units.	---compare Metric and English units. --convert measures from English to Metric. --convert measures from Metric to English.	--complete Mathematics in Daily Living: Measurement & Geometry: Unit 1.	-Mathematics in Daily Living: Measurement & Geometry: Unit 1, Review, pp. 22 and 23.
---perform basic operations with measurement.	---perform basic operations with measurement.	--study and solve problems Working with Numbers, pp. 108-12, 115-16.	-Working with Numbers
---solve measurement verbal problems - practical application.	---solve measurement word problems.	--do assignment in Working with Numbers, pp. 114-115. --Practical Math: Word Problems, p. 26.	-activities.
——Graphs and Charts	——Graphs and Charts	——Graphs and Charts	
---read and interpret charts.	---read and interpret charts and tables.	--complete Pre-GED Program in Math Skills, pp. 241-43.	-activities.
---read and interpret graphs.	---read and interpret graphs. --line graphs --bar graphs --circle graphs --pictographs		
	---construct graphs and charts using given data.	--make circle graphs using percents. --use graphs and charts from newspapers and magazines.	-activities

SUBJECT: MATHEMATICS
Level II (5-8.9)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics I, Level II, the student will be able to work with:	The student will learn to use and understand:	The student will:	The student will successfully complete:
——Introduction to Algebra	——Introduction to Algebra	——Algebra:	
---solve simple equations.	---solve simple equations.	--complete Working With Numbers, pp. 135-146.	-Working with Numbers, p. 159.
		--do work in Practical Math: Word Problems, pp. 71 & 72.	
		--understand and use the following equations: i = prt, a = lw, v = lwh, d = rt.	
---understand the meaning of ratio and proportion.	---understand the meaning of ratio.	--do assigned work in Working with Numbers, pp. 147 & 48.	-activities
	---understand the meaning of proportion.	--complete assignment in Working with Numbers, pp. 149 & 50.	-activities
	---solve problems by proportion.	--do assigned work in Working with Numbers, pp. 151-53	-Working with Numbers, p. 158.
		--complete Number Power 6, Chapter 7.	
		--read Practical Math: Word Problems, p. 75.	
			-Working with Numbers, p. 160.
——Introduction to Geometry:	——Introduction to Geometry:	——Geometry:	
---understand rectangles and squares.	---understand rectangles and squares.	--read and complete Working with Numbers, p. 118,120-5.	-Mathematics in Daily Living: Measurement & Geometry, pp. 48-50.
	--know terminology and definitions.	--do work in Mathematics in Daily Living: Measurement & Geometry, pp. 28-35,42-47.	

SUBJECT: MATHEMATICS
Level II (5-8.9

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics I, Level II, the student will be able to:	The student will learn to:	The student will:	The student will successfully complete:
	--compute perimeter. --compute area. --compute volume.		
---understand lines, angles, and triangles.	---understand lines, angles, and triangles. --know terminology and definitions. --compute area and perimeter of triangles.	--use Working with Numbers, pp. 126-7. --do assigned work in Mathematics in Daily Living: Measurement & Geometry, pp. 54-60.	-Mathematics in Daily Living: Measurement & Geometry, pp. 61 & 62.
---understand circles.	---understand circles and cylinders. --know terminology and definitions. --compute area and volume.	--study Working with Numbers, pp. 128-32. --complete assignment in Mathematics in Daily Living: Measurement & Geometry, pp. 66-74.	-Mathematics in Daily Living: Measurement & Geometry, pp. 75-8.
		---Geometry review: --study Practical Math: Word Problems, Chapter 4.	-Practical Math: Word Problems, Mastery Review 4, pp. 67 & 68. -Working with Numbers, pp. 133-34.

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Upon successful completion of Mathematics III, Level III, the student will be able to work with:	The student will learn to use and understand:	The student will:	The student will successfully complete:
——Numeration and Whole Numbers.	——Whole Numbers	——Whole Numbers	
---understand and use numbers.	---read and write large numbers up to trillions.	--Mathematics: A Basic Course, pp. 2 & 3. --Systems 3 Mathematics, p. 8. --The Mathematics Test, p. 17.	-Mathematics: A Basic Course, p. 3.
---perform difficult verbal problems using the 4 operations.			
---use problem solving strategies.	---apply rounding, approximation, and estimation of numbers.	--Mathematics: A Basic Course, pp. 6 & 7. --The Mathematics Test, pp. 24 & 5.	-activities
	---learn the properties of numbers. --even and odd numbers --number series --prime numbers --factors and multiples --expanded notation and scientific notation.	--CSK Diagnostic Test #5 and exercise cards. --The Mathematics Test, pp. 23 & 4. --GED the Mathematics Test, pp. 36 & 7. --GED Mathematics, pp. 96-99.	-CSK progress test #5. -GED Mathematics, pp. 100 & 1
	---become familiar with number systems. --decimal --binary --others	--Systems 3 Mathematics, pp. 8 & 9.	-Activities
	---understand statistics and probability --terminology (mean, median, mode)	--GED Mathematics, pp. 131-34	-GED Mathematics, pp.135-37

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics III, Level III, the student will be able to work with:	The student will learn to use and understand: --understand and use statistics and probability.	The student will:	The student will successfully complete:
	---review of operations (review of Mathematics I, Level I skills). --study vocabulary. --review signs and symbols --practice addition - 4 digits. --practice subtraction = 4 digits. --review multiplication - 4 digits. --review division - 3 digits. --work word problems.	--Mathematics: A Basic Course, pp. 7-22. --System 3 Mathematics, pp. 11-22 --The Mathematics Test, pp. 18-21. --GED The Mathematics Test, pp. 34-6.	-Mathematics: A Basic Course, pp. 23 & 24.
	---problem solving with math (review of Mathematics Level II skills.) --learn and apply additional problem-solving strategies.	--see Mathematics Level II activities for review. --The Mathematics Test, pp. 25-30. --work with additional problem-solving strategies such as: -look for patterns -construct table -make model -work backwards -guess and check -make drawing, figure, graph -restate problem (in own words) -identify wanted, given, and needed information	-see Mathematics Level II evaluation activities.

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics III, Level III, the student will be able to work with:	The student will learn to use and understand:	The student will:	The student will successfully complete:
		-solve a simple (or similar) problem -check for hidden assumptions -generalize -check solution -find another way to solve problem -study the process -use logical reasoning --complete GED Mathematics (throughout all of text).	
---Fractions	---Fractions: (review of Mathematics II Skills)	---Fractions (see Mathematics II activities).	-See Mathematics, Level II, evaluation.
---understand fractions	---review concepts	--Mathematics: A Basic Course, pp. 25-67. --Systems 3 Mathematics, pp. 23-7. --The Mathematics Test, pp. 36-59. --Working with Numbers, pp. 26-54.	-Mathematics: A Basic Course, pp. 67-9. -Working with Numbers, p. 55.
---use fractions to solve problems.	---work with problem solving practical application (using the 4 operations).	--The Mathematics Test, pp. 59-65. --Mathematics Skill Book 8800, pp. 7-11.	-The Mathematics: A Basic Course, p. 69. -The Mathematics Test, pp. 66 & 7.

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics III, Level III, the student will be able to work with:	The student will learn to use and understand:	The student will work in the following:	The student will successfully complete:
---Decimals	---Decimals: (review of Mathematics II skills)	---Decimals: (see Mathematics, Level II activities).	
---understand decimal numbers	---understand decimals	--Mathematics: A Basic Course, pp. 71-82. --The Mathematics Test, pp. 85-92. --Working with Numbers, pp. 55-60.	-Working with Numbers, pp. 61.
---solve decimal word problems.	---work with problem solving practical application --addition - 4 digit decimals --subtraction - 4 digit decimals --multiplication - 4 digit decimals --division - 3 digit divisor	--Mathematics: A Basic Course, pp. 83-103. --The Mathematics Test, pp. 93-104. --Working with Numbers, pp. 61-75. --Mathematics Skill Book 8800, pp. 2-6	-Mathematics: A Basic Course, pp. 103 & 4. -The Mathematics Test, p. 105. -Working with Numbers, pp. 76 & 78.
---Percents ---understand percent	---Percents ---understand percent (review Mathematics II skills).	---Percents (see Mathematics, Level II, activities). --Mathematics: A Basic Course, p. 105.	-The Mathematics Test, p. 134. (see Mathematics, Level II, evaluation)

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics III, Level III, the student will be able to work with:	The student will learn to use and understand:	The student will work in the following:	The student will successfully complete:
---know and use equivalencies	---understand meanings of common equivalencies and conversion. ---understand meaning of larger than 100%. ---understand meaning of less than 1%.	--Mathematics: A Basic Course, pp. 106-8. --The Mathematics Test, pp. 116-21. --Working with Numbers, pp. 81-88. --GED The Mathematics Test, pp. 77-84.	
	---work with percent problems such as: --find Rate (percent) --find Portion (percentage or amount) --find Base (number or total) --discount, commission --percentage of increase or decrease	--Mathematics: A Basic Course, pp. 109-25. --The Mathematics Test, pp. 122-25. --Working with Numbers, pp. 89-91, 98-102. --GED The Mathematics Test, pp. 77-84.	-Mathematics: A Basic Course, p. 125.
	---understand simple and compound interest.	--The Mathematics Test, pp. 126-128. --Working with Numbers, pp. 95-97.	-Activities
---Measurement ---understand and use Metric and English systems of measurement.	---Measurement: (review Mathematics II skills)	---Measurement: (see Mathematics II, Level II activities)	

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics III, Level III, the student will be able to work with:	The student will learn to use and understand:	The student will work in the following:	The student will successfully complete:
		--Mathematics: A Basic Course, pp. 126-152. --Systems 3 Mathematics, pp. 32-4. --The Mathematics Test, pp. 147-156. --Mathematics Skill Book 8800, pp. 15-17.	-Mathematics: A Basic Course, pp. 152-3.
——Graphs and Charts ---read and interpret graphs and charts.	——Graphs and Charts: (review Mathematics II skills).	——Graphs and Charts: (see Mathematics II activities. --Mathematics: A Basic Course, pp. 239-55. --Systems 3 Mathematics, pp. 35-39. --The Mathematics Test, pp. 162-180. --Mathematics Skill Book 8800, pp. 18-21.	-Mathematics: A Basic Course, pp. 256-8.
——Algebra ---understand signed numbers.	——Algebra ---understand signed numbers (monomials) ---understand number line - comparing adding, subtracting, multiplying and dividing signed numbers.	——Algebra --Mathematics: A Basic Course, pp. 299-311. --The Mathematics Test, pp. 203-12. --GED The Mathematics Test, pp. 109-114.	-Mathematics: A Basic Course, pp. 267 & 8. -Algebra Skills Kit progress test 1.

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics Level III, the student will be able to:	The student will learn to use and understand:	The student will work in the following: --Working with Numbers (Algebra), pp. 59-66.	The student will successfully complete:
---understand algebraic expressions.	---become familiar with algebraic expressions. --reading --simplifying --evaluating --learn order of operations.	--Mathematics: A Basic Course, pp. 259-65. --The Mathematics Test, pp. 212-17. --GED The Mathematics Test, pp. 114-24.	-Mathematics: A Basic Course, pp. 267 & 8. -Algebra Skills Kit progress tests II, III
---understand polynomials.	---polynomials --work with exponents --add and subtract --multiply --divide	--GED The Mathematics Test, pp. 125-32. --Working with Numbers (Algebra), pp. 109-117.	-Algebra Skills Kit progress tests VI, VIII
---understand exponents and roots.	---exponents and roots in relation to: --powers of numbers --exponents in multiplication and division --roots of perfect squares and perfect cubes --approximating square roots --extracting square roots.	--Mathematics: A Basic Course, pp. 351-4. --The Mathematics Test, pp. 199-202. --Working with Numbers (Algebra), pp. 47-58. --Systems 3 Mathematics, pp. 74-80.	-Algebra Skills Kit

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics Level III, the student will be able to:	The student will learn to use and understand:	The student will work in the following:	The student will successfully complete:
---solve linear equations and inequalities.	---linear equations and inequalities in: --mathematical sentences --add and subtract --multiply and divide --combined operations - solve problems --inequalities --solve inequalities	--Mathematics: A Basic Course, pp. 272-98. --GED The Mathematics Test, pp. 133-44. --Systems 3 Mathematics, pp. 71-73. --Mathematics Skill Book 8800, p. 28.	-Algebra Skills Kit progress test IV
---understand ratio, proportion, and variation.	---ratio, proportion, and variation. --solve problems with proportion.	--Systems 3 Mathematics, pp. 98-103. --The Mathematics Test, pp. 244-47. --GED The Mathematics Test, pp. 138-40. --Working with Numbers (Algebra), pp. 99-104.	-Mathematics: A Basic Course, pp. 425 & 6.
---solve simultaneous equations.	---simultaneous equations being able to work with: --addition and subtraction method --substitution method --word problems	--GED The Mathematics Test, pp. 153-58. --Systems 3 Mathematics, pp. 85-88. --Working with Numbers (Algebra), pp. 72-86.	-Activities

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics Level III, the student will be able to:	The student will learn to use and understand:	The student will work in the following:	The student will successfully complete:
---factor and solve quadratic equations	---factoring and quadratic equations dealing in: --factoring --differences of two squares --trimonials --solving quadratic equations by factoring --quadratic formula --word problems	--System 3 Mathematics, pp. 89-95. --GED The Mathematics Test, pp. 159-69. --Working with Numbers (Algebra), pp. 121-41.	-Working with Numbers (Algebra), p. 143.
---graph equations	---graphing equations and rectangular coordinates --understand coordinate system --understand graph linear equations --find slope and y-intercept.	--GED Mathematics, pp. 210-13, 222-27, 231-34. --The Mathematics Test, pp. 248-54. --Working with Numbers (Algebra), pp. 86 & 7. --GED Scorebooster 3, pp. 183-192.	-GED Mathematics, 214-15, 228-30, 235 & 6. -Algebra Skills Kit progress test XI
---Geometry ---understand lines and angles ---understand triangles ---understand polygons ---understand circles	---Geometry ---lines and angles ---points, lines, planes ---parallel and perpendicular lines ---kinds of angles	---Geometry --Mathematics: A Basic Course, pp. 319-35, 335, 336. --GED The Mathematics Test, pp. 173-180.	-Mathematics: A Basic Course, pp. 335, 336.

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics Level III, the student will be able to:	The student will learn to use and understand:	The student will work in the following:	The student will successfully complete:
---understand solids	---measure angles: degrees, minutes, seconds	--Systems 3 Mathematics, pp. 112-119.	
	---the use of the protractor	--The Mathematics Test, pp. 274-279.	
	---related angles	--Mathematics Skill Book 8800, p. 22.	
	---complementary and supplementary angles.		
	---triangles	--Mathematics: A Basic Course, pp. 336-340. 387-398.	-Mathematics: A Basic Course, pp. 340 & 341.
	--by side		
	--by angle	--GED The Mathematics Test, pp. 195-202.	
	---find		
	--altitude	--Systems 3 Mathematics, pp. 120-28.	
	--area		
	--perimeter		
	---right triangles	--The Mathematics Test, pp. 280 & 281, 196-301.	
	--definitions		
	--Pythagorean theorem	--Mathematics Skill Book 8800, p. 24.	
	---relationships		
	--congruent, similar, equivalent triangles		
	---polygons	--Mathematics: A Basic Course, pp. 341-364.	-Activities

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics III, the student will be able to:	The student will learn to use and understand:	The student will work in the following:	The student will successfully complete:
	---quadrilaterals - types --square --rectangle --parallelogram --trapezoid	--GED The Mathematics Test, pp. 183-194. --Systems 3 Mathematics, pp. 129-136. --The Mathematics Test, pp. 281-289.	
	---area and perimeter of quadrilaterals		
	---other polygons --pentagon, hexagon, octagon, etc.		
	---circles	--Mathematics: A Basic Course, pp. 365-368.	-Activities
	---parts of the circle		
	---find area, circumference, diameter	--GED The Mathematics Test, pp. 203-207.	
	--chords and arcs	--Systems 3 Mathematics, pp. 137-143.	
	--central and inscribed angles	--The Mathematics Test, pp. 289-294.	
	--tangent		
	--circumscribed and inscribed polygons.		
	---solids: lateral area, total area, volume	--Mathematics: A Basic Course, pp. 368-380.	-Activities
	--rectangular solids	--GED The Mathematics Test, pp. 209-211.	
	--prisms		

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion of Mathematics III, the student will be able to:	The student will learn to use and understand:	The student will work in the following:	The student will successfully complete:
	--cylinders --pyramids --cones and spheres	--Systems 3 Mathematics, pp. 144-156. --The Mathematics Test, pp. 295 & 296. --Geometry review.	-Systems 3 Mathematics, pp. 157-160. -The Mathematics Test, pp. 303, 304.
——Consumer Math	——Consumer Math	——Consumer Math	
---use math in consumer applications	---taxes	--Mathematics: A Basic Course, pp. 202-207. --Systems 3 Mathematics, pp. 164-166.	-Activities
	---installment buying (consumer credit)	--Mathematics: A Basic Course, pp. 225-227. --Systems 3 Mathematics, pp. 163 & 3.	-Activities
	---personal budget	--Mathematics: A Basic Course, pp. 216-21. --Systems 3 Mathematics, pp. 167-7.	
	---investments --savings accounts --stocks --bonds	--Systems 3 Mathematics, pp. 171-176.	-Activities
	---checking accounts	--Mathematics: A Basic Course, pp. 222-24.	-Activities

SUBJECT: MATHEMATICS
Level III (9-12)

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page Upon successful completion of Mathematics Level III, the students will be able to:	Continued from previous page The student will learn to use and understand:	Continued from previous page The student will work in the following:	Continued from previous page The student will successfully complete:
——Business Math	——Business Math	——Business Math	
---use math in business applications	---checking accounts	--Business Math Concepts, Chapter 6.	-Business Math Concepts, Chapter 6 test.
	---payroll and payroll taxes	--Business Math Concepts, Chapter 18.	-Business Math Concepts, Chapter 10 test.
	---simple interest and discount	--Business Math Concepts, Chapter 4.	-Business Math Concepts, Chapter 4 test.
	---compound interest and discount	--Business Math Concepts, Chapter 16.	-Business Math Concepts, Chapter 16 test.
	---promissory notes and loans	--Business Math Concepts, Chapter 5.	-Business Math Concepts, Chapter 5 test.
	---inventory and depreciation	--Business Math Concepts, Chapters 12-15.	-Business Math Concepts, Chapters 12, 13, 14, 15 tests.
	---corporate stocks and bonds.	--Business Math Concepts, Chapter 11.	-Business Math Concepts, Chapter 11 test.

BIBLIOGRAPHY

The following mathematics materials, most of which are referred to in "activities" and "evaluation" in this mathematics curriculum guide, are just some of the many materials that are available. The teachers should feel free to use any appropriate material they may have that teaches the skills presented in this guide.

Title	Publisher	Copyright	Level
Algebra Skills Kit	SRA	1969	III
Basic Essentials of Mathematics: Parts 1 and 2	Steck-Vaughn	1986	II, III
Basic Skills with Decimals and Percent	Cambridge	1980	II, III
Basic Skills with Fractions	Cambridge	1980	II
Basic Skills with Math: A General Review	Steck-Vaughn	1980	II, III
Basic Skills with Whole Numbers	Cambridge	1980	I
Business Math Concepts: Expended Edition	P.A.R., Inc. Ed. Pub.	1984	III
Computational Skills Development Kit (CSK)	SRA	1980	II, III
Exercise Book for the Mathematics Test	Cambridge	1982	III
GED Mathematics	Steck-Vaughn	1988	III
GED Scorebooster 3	Steck-Vaughn	1985	III
GED The Mathematics Test	McGraw-Hill	1984	III
Mathematics in Daily Living: Decimals & Percent	Steck-Vaughn	1985	II
Mathematics in Daily Living: Fractions	Steck-Vaughn	1985	II
Mathematics in Daily Living: Fundamental Algebra	Steck-Vaughn	1985	II, III
Mathematics in Daily Living: Measurement & Geometry	Steck-Vaughn	1985	II
Mathematics Practice Series (+, -, x, ÷)	Steck-Vaughn	1985	I
Mathematics Skill Book 5500	Steck-Vaughn	1977	II, III
Mathematics Skill Book 6600	Steck-Vaughn	1977	II, III
Mathematics Skill Book 7700	Steck-Vaughn	1978	II, III
Mathematics Skill Book 8800	Steck-Vaughn	1984	II, III
Mathematics: A Basic Course	Cambridge	1971	II, III
Number Power 6: Word Problems	Contemporary Books, Inc.	1983	II, III
Practical Math: Book 1 and Book 2 Word Problems	Steck-Vaughn	1982	II, III
Pre-GED Program in Math Skills	Cambridge	1986	II
Steps to Learning, Books 1 & 2	Steck-Vaughn	1979	I
Steps to Mathematics, Books 1 and 2	Steck-Vaughn	1980	I
Systems 3 Mathematics	Follett Publishing Co.	1974	III
The Mathematics Test	Cambridge	1981	II, III
Working with Numbers: Algebra Book	Steck-Vaughn	1975 & 87	II, III
Working with Numbers: Refresher Book	Steck-Vaughn	1980 & 87	I, II, III

CHAPTER FIVE

GENERAL EDUCATION DEVELOPMENT
(G.E.D.)

Chapter Five - G.E.D. GENERAL EDUCATION DEVELOPMENT

OVERVIEW

The G.E.D. Program consists of five distinct parts: Reading/ Literature and the Arts, Mathematics, Social Studies, Science, and Writing Skills. Each of these subjects will be dealt with separately covering the necessary skills needed to pass the G.E.D. Test.

If a student has been tested on the T.A.B.E. Test (California Test of Adult Basic Education) and scores 7.0 or above on both the Reading and Mathematics sections of the test that student should be able to handle the G.E.D. preparation material without serious difficulty. A student who scores in the 10.0 range in both subjects may already be able to pass the G.E.D. Test without spending more than a minimal amount of time in preparation. For these students a trial G.E.D. Test may be in order to determine if there are any deficiencies which need to be addressed before that application is sent in for processing.

In the sections which follow each subject will have an outline of the areas that are to be covered as part of the G.E.D. preparation. Following that outline will be the skills, activities and suggestions for evaluation which may be used to accomplish the tasks at hand.

A. SUMMARY OF G.E.D. READING REQUIREMENTS

The G.E.D. Reading test evaluates the ability of the examinee to understand the printed word, primarily as it applies to Literature and the Arts. This will include the interpretation of both prose and poetry and forms as diversified as the drama, a critique of some other art form and the selections from short stories and novels.

While general comprehension is vital to passing, a background knowledge of figures of speech, rhyme scheme, rhythm, mood, setting, and other tools of the writer's craft will be necessary.

It will also be necessary, not only for the interpretation of the materials of the G.E.D. Reading/Literature portion of the test but also for the interpretations of the readings in the areas of Social Studies and Science, that the examinee know how to determine the main idea, draw a conclusion, make inferences, and be able to read other types of items such as charts and graphs.

All of this material is contained in the Reading Section of the A.B.E. Curriculum, in the Advanced Level.

B. SUMMARY OF G.E.D. MATHEMATICS REQUIREMENTS

The Mathematics portion of the G.E.D. Test will include simple calculations, word problems, and the recalling of basic facts such as formulas, measurements, names of symbols, and geographic figures. These may be drawn from areas of Arithmetic, Geometry, and Algebra. Although Algebra is included in the G.E.D. Mathematics Test it is not necessary for a student to know Algebra in order to pass the test, but some knowledge of the area can help the student boost his score.

The Geometry section of the G.E.D. test will deal with the practical application of formulas - area, perimeter, volume, and the uses of the Pythagorean Theorem. A solid background in calculating with whole numbers, fractions, and decimals will be necessary to satisfactorily perform the operations required for the items in the test.

All of the required material to be covered for the G.E.D. Mathematics Test is contained in the A.B.E. Curriculum for the Advanced Level.

C. SUMMARY OF G.E.D. SOCIAL STUDIES REQUIREMENTS

The G.E.D. Social Studies Test requires understanding materials based on areas of History (both American and World), Geography, Economics, Government, and Behavioral Science. A rounded background in readings in these areas will be necessary for the examinee to understand those presented on the G.E.D. Test itself. Also the ability to make inferences, draw conclusions, determine the main idea, read pictorial presentations, and interpret them correctly will be tested. Familiarity with terms that apply to history, government, geography, and economics will facilitate the reading of the printed material.

Readings for the G.E.D. Social Studies Test should come from the following:

- AMERICAN HISTORY
  - a) Discovery/Exploration
  - b) Colonization
  - c) American Revolution
  - d) Westward Expansion
  - e) Industrial Revolution
  - f) Civil War
  - g) International Development
  - h) World War I
  - i) World War II
  - j) Current Events
- GEOGRAPHY
  - a) Map Reading
    - 1) Legend/Title
    - 2) Scale
    - 3) Types

b) Interpreting Maps

c) Climate/Zones/Longitude/Latitude

- GOVERNMENT

a) Constitution

b) General Terminology

c) Federal Government

d) State Government

e) Cities/Townships, etc.

- BEHAVIORAL SCIENCE

- ECONOMICS

SUBJECT: SOCIAL STUDIES

Objectives/Skills	Content/Teaching Strategies	Evaluation
-preparation of the student for reading in the Social Studies content area.	Inform the student that the Social Studies test is a multiple choice test, and that it requires the selection of one correct answer. Note that a second one is always very similar to the correct one, one completely unrelated, and the other one or two only partial answers or simply not answering the question. Use any G.E.D. text to show how this applies.	Evaluation will be within the exercises of each practice lesson.
-helping the student read and understand the effect of a negative question.	Demonstrate how the use of a negative word in the question alters how you determine the correct answer. Use any G.E.D. text. Select negative response questions and compare to the readings.	Evaluation will be within the exercises of each practice lesson.
-teaching the student to determine the main ideas of a passage.	Using any G.E.D. text show the main idea is needed for the correct response. Example: "The theme is..."; "the statement that best describes the paragraph..."; "the best title for the reading is..."; "the best summary is..." (See Reading Curriculum)	Use specific skills Finding the Main Idea (at student's reading level).
-learning to read a map.	Explain the parts of the map to be read before interpreting the actual map ...read the title ...locate and read the Legend ...note any changes in the standard N-S position ...note information in scale. Use any map to demonstrate.	Practice with maps from any text as to the three parts of the lesson.
-becoming aware of the different types of maps.	Explain the difference between "topographical" and "political" maps. Show how their content differs. Also explain how "Special Purpose" maps may be of	American Continents, p. 17-23.

SUBJECT: SOCIAL STUDIES

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page either type and that the title and legend are needed for correct interpretation. Use any map to demonstrate.	Continued from previous page
-learning to determine climate conditions from a map.	Explain "Latitude" and "Zones". Include named lines - Equator, Tropic of Cancer, and Capricorn, Arctic and Antarctic Circles. Show how a zone differs from a line. Note that these lines are parallel. They are measured in degrees. (Use World Map)	Steck-Vaughn, Regions of the World, pp. 8-11.
-learning to determine east-west locations and time zone.	Explain "longitude" - they meet at the poles and are measured east and west from the Prime Meridian (zero degrees) to the International Date Line (180 degrees). Note that a time zone is 15° of Longitude (Use World Map)	Steck-Vaughn, Regions of the World, p. 35.
-locating a particular point on a map.	Demonstrate the use of coordinate points, latitude/longitude, to locate any place on a map. American Continents, pp. 11-14.	Steck-Vaughn, American Continents, pp. 14-17.
-learning to read a line/bar graph.	Show how a line and bar graph differ and how they present information. Demonstrate the necessity of reading the title and the facts presented in the legend at the base and sides of the graphs. Steck-Vaughn G.E.D. Social Studies, p. 31.	Cambridge Exercise Book in Social Studies, p. 6.

SUBJECT: SOCIAL STUDIES

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-developing a background of general knowledge in American History.	Readings in American History should be assigned. Steck-Vaughn, America's Story Book I--- to 1865. America's Story Book II	Use "Think and Write" exercises after each chapter.
-developing additional background in American History.	Assign in The American People to 1900. The American People Since 1900.	Use exercises with each chapter as needed.
-becoming familiar with the terminology and parts of the Constitution.	Define: Constitution, bill, amendment, article, cabinet, legislature, judiciary, justice, executive, ratification, Congress, preamble. Define with dictionary exercises. Democracy in Action, pp. 127-136.	Apply to readings which follow.
-learning how the Constitution was formed.	Explain: Confederation/Federation and how they differ. Need of a written Constitution - Great Compromise (when written and Ratified). McGraw-Hill, G.E.D. Social Studies - read pp. 77-79.	Cambridge G.E.D. Social Studies, pp. 66-69.
-distinguishing branches of government and their functions.	Explain: checks and balances Legislative - makes laws (Congress) Executive - carry out laws Judicial - test/try laws Members of each? - How many/tenure/ qualifications/powers? Read "Articles of Constitution" I, II, III	Cambridge Exercise Book Social Studies, pp. 36, 37, 43.

SUBJECT: SOCIAL STUDIES

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-learning to read a pie graph.	Show how a pie graph uses percentage/ fractions to present information and how it may require mathematics to determine some answers. Regions of the World, pp. 20-21.	Cambridge Exercise Book, pp. 27, 30, 32. Lands at Home, p. 43. Regions of the World, p. 96.
-learning to read symbol graphs.	Compare line/bar graphs to show how the legend is used to correctly interpret the graph. Show that mathematics may also be necessary to determine answers. Steck-Vaughn G.E.D. Social Studies Interpreting Data, p. 31.	Cambridge Exercise Book, pp. 42-43, 51, 53.
-learning to extract information from a chart.	Contrast the chart and the graph. Review the necessity of reading titles and column headings before trying to answer questions. Lands at Home, pp. 19-21.	Lands at Home, pp. 21-23.
-more practice in graphs and charts.	Use Contemporary's Number Power 5. Graphs, tables, schedules, and maps.	Use the Evaluations provided in the text.
-learning to interpret the political cartoons.	Explain purpose of the "political cartoon", how it is used to pinpoint specific problems of society by satirical drawings. Use current political cartoons from daily newspapers. Have students write their interpretation of cartoons.	Cambridge Exercise Book Social Studies, pp. 10, 26, 52.
-learning to draw conclusions from facts presented.	Show how information is inferred rather than actually stated and conclusions made from facts presented.	Use specific skills drawing conclusions at students' reading levels.

SUBJECT: SOCIAL STUDIES

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page Steck-Vaughn G.E.D. Social Studies, pp. 121-122. (See Reading Curriculum)	Continued from previous page
-understanding the purpose of the Bill of Rights.	Explain: Bill of Rights, first ten Amendments. Show how they were to protect citizens from being put under tyranny they had felt under English rule. Review causes of the American Revolution. Democracy in Action, pp. 42-44.	Democracy in Action, pp. 44-45.
-understanding the Amendments #11 to #26 of the Constitution.	Read the Amendments #11 to #26. Explain purpose of each and reason the change was necessary. Democracy in Action, pp. 133-134.	McGraw-Hill G.E.D. Social Studies, pp. 83-89.
-seeing relationship of other local governments.	Read about how other types of governments fit into the structure of the Constitution. Democracy in Action, pp. 27-34.	Democracy in Action, pp. 34-37.
-comparing and becoming aware of similarity between state and federal powers.	Read the Constitution Article I - Section VIII. Distinguish between the state's powers and federal powers. Show how government structure is basically the same. Read Democracy in Action, pp. 15-19.	Democracy in Action, p. 19.
-differentiating the various types of courts by functions.	Explain the workings of the courts according to their functions: federal state, district, county, circuit, superior, courts of appeals, supreme courts.	Democracy in Action, read pp. 94-97.

SUBJECT: SOCIAL STUDIES

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page Read pp. 87-94 "Government" - Democracy in Action.	Continued from previous page
-familiarizing students with basics in reading, in economics.	Read exercise introductions, pp. 78-95, Economics Overview, Steck-Vaughn G.E.D. Use Cambridge Exercise Book, pp. 22-32 for practice as needed.	Steck-Vaughn G.E.D. Social Studies. Do exercises pp. 95, 101-103.
-introducing basics of economics.	Use Survey of Economics, G.E.D. Social Studies, Cambridge, pp. 45-60.	Cambridge G.E.D. Social Studies. Use exercises #1 - #7, pp. 45-60.
-developing in-depth background in economics.	Read McGraw-Hill G.E.D. Social Studies, pp. 23-32.	Do exercises - McGraw Hill G.E.D. Social Studies, pp. 32-38.
-practicing analysis of G.E.D. economics readings.	Cover work in Cambridge G.E.D. Exercise Book - Social Studies. Read and do exercises, pp. 22-32.	Correct any errors in exercises.
-developing some background in world history/behavioral science.	Explain types of Governments: monarchy, democracy, oligarchy, etc. Read pp. 63-65. Cambridge G.E.D. Social Studies.	Identify present-day countries which have these types of governments.
-learning terms of behavioral science.	Explain terms used in behavioral science. Read McGraw-Hill, G.E.D. Social Studies, pp. 157-158. Read pp. 136-138 Steck-Vaughn G.E.D. Social Studies.	Steck-Vaughn G.E.D. Social Studies, pp. 139-143.
-developing better understanding of areas of behavioral science.	Read "Survey of Behavioral Science," Cambridge G.E.D. Social Studies, pp. 90-97.	"Exercises" #1, 2, 3, Cambridge G.E.D. Social Studies, pp. 90-97.
-furthering and developing knowledge of behavioral science.	Use "Exercises/Readings," Steck-Vaughn G.E.D. Social Studies, pp. 145-149.	Use exercises, pp. 145-149, Steck-Vaughn, G.E.D. Social Studies.
-providing more practice in reading/ behavioral science materials.	Use Cambridge G.E.D. Exercise Book - Social Studies, pp. 49-59.	Analyze scores on Cambridge G.E.D. Exercise Book.

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D. SUMMARY OF G.E.D. SCIENCE REQUIREMENTS

The G.E.D. Science Test is composed of readings and questions from the areas of Biology, Chemistry, Earth Science and Physics. Materials presented to the student in preparation for the test should be those containing readings (vocabulary, diagrams, and charts) in the following areas:

- BIOLOGY
  1) Life
     a) Growth
     b) Movement
     c) Reproduction
     d) Food Gathering
     e) Respiration
     f) Sensory Perception
  2) Cell Structures
     a) Sexual Reproduction
     b) Asexual Reproduction
  3) Taxonomy
     a) Of Animals
     b) Of Plants
  4) Systems
     a) Digestive
     b) Circulatory
     c) Respiratory
     d) Excretory
     e) Reproductive
  5) Ecology - the Food Chain

- CHEMISTRY
  1) Elements
  2) Compounds
     a) Organic
     b) Inorganic

3) Atomic Structure

4) Periodic Table

5) States of Matter (Solid, Liquid, Gas)

6) Equations
   a) Chemical Change
   b) Physical Change

7) Characteristics of Elements/Compounds

- EARTH SCIENCE

1) Solar System
   a) Planets, Comets, Stars, etc.
   b) Moon
   c) Gravitational Pull/Tides
   d) The Seasons - Day and Night

2) Earth's Structure
   a) Atmosphere, Stratosphere, etc.
   b) The Earth's Crust
   c) Types of Rock
      Igneous/Sedimentary/Metamorphic
   d) Building Forces/Destroying Forces
   e) The Ocean
   f) Climatic Characteristics
      Latitude/Altitude/Nearness to Water/Barriers/Currents/Winds
   g) Weather (Types of Storms)

- PHYSICS

1) Gravity

2) Jet Propulsion

3) Heat
   a) Conduction
   b) Radiation
   c) Convection

4) Electricity

5) Levers/Pulleys

6) Engines

7) Motion

SUBJECT: BIOLOGY

Objectives/Skills	Content/Teaching Strategies	Evaluation
-learning the meaning of biology and the characteristics of life.	Explain what characteristics distinguish living things from non-living ones: growth, gathering food, movement, reproduction, secretion, excretion, sensitivity, metabolism, pp. 2, 3, Cambridge, Work-A-Text Life Science.	Cambridge, Work-A-Text Life Science, pp. 5-8.
-learning about the structure of cells.	Use a diagram of a cell with labeled parts. Explain difference between plant and animal cell structure. Steck-Vaughn, G.E.D. Science Test, p. 14	Steck-Vaughn, G.E.D. Science Test, p. 14.
-being able to classify types of plants.	Explain taxonomy of plants. Read Cambridge, Work-A-Text Life Science, pp. 33-35.	Cambridge Work-A-Text Life Science, pp. 37-38.
-being able to identify the process of photosynthesis and its terms.	Photosynthesis - Read pp. 50, 51 of Basic Science for Living, Steck-Vaughn.	Exercises p. 52.
-understanding how seed-bearing plants reproduce.	Use diagrams of the flower parts - name and give function of each. Basic Science for Living I, pp. 52, 53.	Basic Science for Living I, p. 53
-learning to compare non-seed-bearing plants with those which bear seeds.	Explain that some plants are "asexual" (have stages and structures). Read Basic Science For Living Book I, p. 56.	Basic Science for Living I, p. 56.
-understanding how animals are classified by structures.	Explain phyla of animal taxonomy. Note characteristics of each. Read pp. 25-28 Cambridge Work-A-Text Life Science.	Cambridge Work-A-Text Life Science, pp. 29-32.
-introducing the structure of the human body.	Explain - cell to tissue to organ to organism. Read pp. 68-69, Basic Science for Living Book I.	Basic Science for Living Book I, p. 69.

SUBJECT: BIOLOGY

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-understanding the digestive system.	Illustrate the structure of the human digestive system. Read pp. 75-78 of Cambridge, Work-A-Text Life Science.	Cambridge Work-A-Text Life Science, pp. 79-82.
-understanding the human circulatory system.	Illustrate the structure of the human circulatory system. Show the flow of blood through it. Read pp. 83-86, Cambridge Work-A-Text Life Science.	Cambridge Work-A-Text Life Science, pp. 87-90.
-understand the human respiratory system.	Illustrate the structure of the human respiratory system and how it works in conjunction with the circulatory system. Read Cambridge Work-A-Text Life Science, pp. 91, 92, 94.	Cambridge Work-A-Text Life Science, pp. 95-98.
-understanding the excretory functions of the human body.	Explain the purpose of the human excretory system and parts of the body where excretion takes place. Cambridge Work-A-Text Life Science, pp. 99-102.	Cambridge Work-A-Text Life Science, pp. 103-106.
-being aware of the relationship between the human nervous system and all other systems.	Explain how the nervous system is inter-related with all other systems and the structures involved in sensitivity. Read Cambridge Work-A-Text Life Science, pp. 115-120.	Cambridge Work-A-Text Life Science, pp. 121-124.
-having an awareness of the human reproductive system.	Illustrate and identify the male and female organs necessary for human reproduction. Read pp. 80-81, Basic Science for Living Book I.	Basic Science for Living I, p. 81.

SUBJECT: BIOLOGY

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-understanding how nutrition is necessary for good health.	Explain the classifications of foods: fats, carbohydrates, proteins, vitamins, minerals. Read Cambridge Work-A-Text Life Science, pp. 67-69.	Cambridge Work-A-Text Life Science, pp. 71-74.
-developing an awareness of the causes of illness and disease.	Differentiate between helpful and harmful bacteria. Explain how the body fights disease. Read Cambridge Work-A-Text Life Science. pp. 141-144, 149-152.	Cambridge Work-A-Text Life Science, pp. 145-147, 153-156.
-becoming aware of man's place in the ecosystem.	Explain "ecology". Include the "food chain." Read Cambridge G.E.D. Science, pp. 32, 33. Cambridge Work-A-Text Life Science, pp. 207-210, 215-219.	G.E.D. Science, p. 33. Work-A-Text Life Science, pp. 211-214, 221-224.

SUBJECT: CHEMISTRY

Objectives/Skills	Content/Teaching Strategies	Evaluation
-learning what matter is, its composition and classes.	Explain that matter exists in three states: solid/liquid/gas and can not be created or destroyed. Differentiate between an element/compound/mixture. Read Basic Science to Living Book II, pp. 72, 73.	Basic Science for Living II, p. 73.
-understanding how an atom is constructed and combines.	Illustrate the structure of elements and how they combine to make compounds. [Use Periodic Table] Read Basic Science for Living Book II, pp. 74-80.	Basic Science for Living Book II, pp. 76, 79, 80.
-developing an understanding of chemical symbols/equations.	Explain how each element has its own symbol. [Use Periodic Table] Read pp. 55, 56, Cambridge G.E.D. Science Test.	Cambridge G.E.D. Science Test, p. 57.
-learning to differentiate organic compounds from the non-organic.	Explain how all organic compounds must contain carbon and can be equated with living matter. Read pp. 57-59 Cambridge G.E.D. Science Test.	Cambridge Science Test, Exercise #4, p. 60.
-learning how compounds are classified as ACID/BASE and how solutions are formed.	Explain: Acid/Base/Salt/Solution. Read Cambridge Work-A-Text Physical Science, pp. 191-194.	Cambridge Work-A-Text Physical Science, pp. 194-198.
-practicing reading for comprehension from passages about chemistry in text.	Read passages in Cambridge Exercise Book for the Science Test, pp. 46-57.	Analyze results of exercises.

SUBJECT: EARTH SCIENCE

Objectives/Skills	Content/Teaching Strategies	Evaluation
-being aware of the earth's place in the solar system.	Define "solar system" and use diagrams to show relationship of the planets. Identify other types of bodies in the system. Cambridge Work-A-Text Earth Science, pp. 227-230.	Cambridge Work-A-Text Earth Science, pp. 231-234.
-determining place and effect of the moon in reference to earth.	Equate satellite with our moon. Use diagram to show phases. Define eclipse and how the moon's position in relation to the sun and earth causes our eclipse. Cambridge Work-A-Text Earth Science, pp. 235-242.	Cambridge Work-A-Text Earth Science, pp. 243-246.
-understanding the causes of night and day and the seasons.	Use diagrams or globe to show rotation and revolution. Define axis and orbit. Continents Overseas, pp. 23-26.	Continents Overseas, p. 26.
-learning to distinguish between the layers of the atmosphere.	Using diagrams, illustrate the layers of our atmosphere and their composition. Read Continents Overseas, pp. 32, 33.	Continents Overseas, p. 36.
-demonstrating the internal structures of the earth.	Using diagrams show each of the 4 major parts of the earth's structure. Read Basic Science for Living I, p. 8.	Cambridge G.E.D. Science, pp. 39-41.
-being able to identify and classify rock by type.	Define and give examples of igneous, sedimentary, and metamorphic rock and their characteristics. Cambridge Work-A-Text Earth Science, pp. 13-22.	Cambridge Work-A-Text Earth Science, pp. 23-25.
-understanding the oceans' effects on the earth's surface.	Define: ocean, (name them) shelf, basin, trench, deeps, and currents (identify major ones). Read Cambridge Work-A-Text Earth Science, pp. 27-30.	Cambridge Work-A-Text Earth Science, pp. 31, 32.

SUBJECT: EARTH SCIENCE

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-being able to identify the different types of land masses and bodies of water.	Use diagrams on photos to demonstrate the differences between: continents, islands, hills, mountains, plateaus, peninsulae, isthmuses, oceans, seas, lakes, rivers, bays, gulfs, straits, etc. American Continents, pp. 34-36.	Use diagram and have students label parts from Lesson list. Example: American Continents, p. 86.
-understanding the earth's changes, building and tearing down.	Identify types of building: volcanism, faulting and folding, tearing down, erosion (wind/water), earthquakes, tidal waves, glaciers. Cambridge G.E.D. Science Test, pp. 41-43.	Cambridge G.E.D. Science Test, p. 43, exercise 3.
-knowing what weather is and its types.	Define meteorological terms. Contrast them and give characteristics of each. Continents Overseas, pp. 36-41. American Continents, pp. 50-54.	Continents Overseas, p. 41.
-being able to determine climate because of location.	Explain how climate is average of weather over a year and 5 determining factors: latitude, altitude, nearness to water, currents, wind direction and barriers. Continents Overseas, pp. 43-46.	Continents Overseas, pp. 47, 48.
-practicing reading exercises in the area of earth science.	Read and answer questions in Cambridge Exercise Book Science Test, pp. 30-41.	Steck-Vaughn G.E.D. Science Mini-tests, pp. 84, 91, 98.

SUBJECT: PHYSICS

Objectives/Skills	Content/Teaching Strategies	Evaluation
-learning to identify the types of "force".	Explain "force", push or pull and related terminology. Read Cambridge Work-A-Text Physical Science, pp. 19-24.	Cambridge Work-A-Text Physical Science, pp. 25-28.
-understanding what energy is and how it is applied to machines.	Demonstrate how "work" applies to physical science, equated to energy (potential, kinetic) and used in machines. Read Cambridge Work-A-Text Physical Science, pp. 29-36.	Cambridge Work-A-Text Physical Science, pp. 37-40.
-learning how to differentiate between heat and temperature.	Define "heat" as a type of energy, "temperature" as a measurement. Identify sources. Read Cambridge Work-A-Text Physical Science, pp. 109-114.	Cambridge Work-A-Text Physical Science, pp. 115-118.
-being able to convert from Fahrenheit to Centigrade and reverse.	Give the comparison of the Fahrenheit and Centigrade (Celsius) Temperatures (scales) and formulas for conversion. $C = \frac{5}{9}(F - 32^{o})$ $F = \frac{9}{5}C + 32^{o}$ and explain how to use them. Cambridge Earth Science Work-A-Text, p.141.	Use daily Fahrenheit temperature to convert. Give a Celsius temperature. Second convert to Fahrenheit.
-being able to relate magnetism in nature and machines.	Define terms: lodstone, field, poles, attract, repel. Read Cambridge Work-A-Text Physical Science, pp. 81-86.	Cambridge Work-A-Text Physical Science, pp. 87-90.
-becoming familiar with sound transmission.	Explain how sound is based on vibrations being produced, transmitted and received. Cambridge Work-A-Text Physical Science, pp. 91-94.	Cambridge Work-A-Text, Physical Science, pp. 95-96.

SUBJECT: PHYSICS

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-become familiar with light and its transmission.	Compare/Contrast light waves and sound waves and transmission. Light years and refraction. Note: The prism and spectrum should be demonstrated if possible. Cambridge Work-A-Text Physical Science, pp. 97-104.	Cambridge Work-A-Text Physical Science, pp. 105-108.
-learning why an object can float.	Ask the question, "Why does an object float/sink?" Define buoyancy and specific gravity. Cambridge Work-A-Text Physical Science, pp. 51-56.	Cambridge Work-A-Text Physical Science, pp. 57-60.
-developing skill in Reading and interpreting passages in Physics.	Use Cambridge Exercise Book for the Science Test, pp. 62-73.	McGraw-Hill G.E.D. Science Test, pp. 163-172.
-becoming aware of natural electricity (static).	Give examples of static electricity which students are familiar with in clothing, and within the home as well as lightning. Review parts of atoms and meaning of friction. Cambridge Work-A-Text Physical Science, pp. 69, 70.	Basic Science for Living, Book II, pp. 32, 33.
-being able to apply terms applied to current electricity.	Define terms, current electricity; volt, circuit, ampere, watt, ohm, types of currents. Basic Science for Living, Book II, pp. 34, 35.	Basic Science for Living, Book II, p. 35.

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E. SUMMARY OF G.E.D. WRITING SKILLS REQUIREMENTS

Mechanics of Writing

The current G.E.D. Writing Skills Test consists of two separate parts, the first of which will require basic knowledge of the language: Spelling, Usage, Punctuation, Capitalization, Basic Grammar, and Sentence Structure. The skills will be evaluated by exercises which will require the examinee to determine where errors occur in the written material. If the examinee is to determine the error, knowledge of the rules is required and should be the initial aim in preparation.

Application and Original Presentation

The second part of the G.E.D. Writing Skills test will require the examinee to demonstrate mastery of the language and its rules by writing original material and applying the knowledge gained.

The following should be included in preparation for the test:

Part I. A. Mechanics of Writing

1. The Simple Sentence
2. The Run-On Sentence
3. The Phrase
   a) Prepositional
   b) Infinitive
   c) Participial
4. The Clause
   a) Independent
   b) Dependent
5. The Sentence
   a) Compound
   b) Complex
6. Parallel Construction
7. Subject/Verb Agreement

8. The Parts of Speech

a) Nouns

1) Plurals
2) Possessives

b) Verbs

1) Action
2) Linking (Auxiliary)
3) Tense/Endings

c) Pronouns

1) Antecedents
2) Case of Personal Pronouns

d) Modifiers

1) Adjectives
2) Adverbs

a) Comparison by degree
b) Use

e) Prepositions

1) Relationships

Part II. A. Application and Original Presentation

1. Pre-writing
2. Development
3. Proof reading
4. Final Product

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
-learning to determine the difference between a sentence and a fragment.	Define and identify parts and types of a sentence according to purpose. Contemporary Writing Skills Test, pp. 20-26.	Contemporary Writing Skills, pp. 22, 24, 27. Exercises
-identifying and correcting the run-on sentence.	In the run-on sentence the writer puts too much into the sentence and must separate the thoughts for clarity. Steck-Vaughn Scorebooster #1, p. 47.	Steck-Vaughn Scorebooster #1, p. 48.
-learning to identify a noun and its uses.	Define and demonstrate types of nouns--common, proper, collective, abstract as well as the gerund. Contemporary Writing Skills Test, p. 30.	Contemporary Writing Skills Exercises, p. 31.
-being aware of the counted and uncounted nouns.	Explain how some nouns can be counted, such as chair while others can not be, such as sugar. Contemporary Writing Skills, pp. 39, 40.	Contemporary Writing Skills, pp. 40-41.
-learning to determine the use of the noun in a sentence.	Identify subject, direct object, predicate nominative, indirect object, and object of the preposition in a variety of sentences. Contemporary Writing Skills, pp. 32, 33.	Contemporary Writing Skills, Exercise 2, pp. 33,34.
-forming noun plurals correctly.	Explain the rules to form plurals of nouns. Note: The apostrophe is not used to make words plural. Contemporary Writing Skills, pp. 34-36.	Contemporary Writing Skills, Exercise 3, pp. 36, 37.
-showing ownership or possession of the noun (possessive noun).	Introduce the apostrophe and its use in forming the possessive of singular and plural nouns. Be sure to explain the special rule for proper nouns which end with "s".	Contemporary Writing Skills, Exercise 4, p. 38.

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page Contemporary Writing Skills, pp. 37, 38.	Continued from previous page
-learning to identify a pronoun and its antecedent.	Define pronoun, antecedent. Show how a pronoun compares/contrasts with a noun, and must agree with its antecedent. Contemporary Writing Skills, pp. 47-49.	Language Exercises Blue Book, pp. 58, 59.
-determining the characteristics of a pronoun.	Define each characteristic of a pronoun (noun) which must agree with its antecedent. Person: Speaker, Spoken to, Spoken About 1st 2nd 3rd Number: Singular Plural Gender: Masculine Feminine Neuter (Common) Explain that case is a characteristic but not needed for antecedent agreement. Contemporary Writing Skills, pp. 47-49.	Language Exercises Blue Book, pp. 58, 59.
-learning to identify and correctly use personal pronouns.	Explain the form changes (spelling) of personal pronouns based on case/number/person. Singular: 1st I; 2nd you; 3rd he, she, it — Nominative Singular: 1st me; 2nd you; 3rd him, her — Objective Plural: 1st we; 2nd you; 3rd they — Nominative Plural: 1st us; 2nd you; 3rd them — Objective Scoreboosters #1, pp. 101-107.	Scorebooster #1, pp. 108-110.
-differentiating possessive pronouns from possessive adjectives.	Explain that pronouns stand alone while adjectives are used with nouns. Show different forms of each.	Contemporary Writing Skills, p. 51

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page Pronouns: mine, his, hers, ours, theirs Adjectives: my, your, his, her, our, their Contemporary Writing Skills, p. 50.	Continued from previous page
-learning correct use of its/it's, whose/who's.	Explain the difference between the contraction (using the apostrophe) and the pronoun its/it's - whose/who's. Language Exercises Blue Book, p. 62.	Language Exercises Blue Book, p. 62.
-knowing which indefinite pronouns are singular/plural and their agreement with the verb.	Define what an indefinite pronoun is and which are singular: each, every, either, another, nothing, anything, etc. Plural: few, both, several, many, others. Some depend on their antecedent: most, none, some, any, all. Basic English Review, pp. 45, 46.	Basic English Review, p. 49.
-developing correct use of who and whom.	Review the case of pronouns. Show how relative pronouns are nominative: who objective: whom and must be used like personal pronouns, according to sentence use (case). Basic English Review, pp. 51, 54, 55.	Basic English Review, p. 59.
-learning to understand the correct use of the reflexive, demonstrative, interrogative pronoun.	Explain how the demonstrative pronoun points out, the interrogative asks questions, and the reflexive emphasizes by referring back, and how they are used in a sentence. Contemporary Writing Skills, p. 53. Basic English Review, pp. 52-53.	Contemporary Writing Skills, p. 55. Basic English Review, p. 57.

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-learning to identify the types of verbs.	Define the verb and its use and simple tenses, action linking auxiliary Contemporary Writing Skills, pp. 71-73.	Contemporary Writing Skills, Exercise 1, p. 73.
-learning to understand the "infinitive" form of the verb.	Explain the infinitive and its use with "to" and how it functions as a noun in a sentence. Contemporary Writing Skills, pp. 73, 74. Basic English Review, p. 146.	Basic English Review, p. 152.
-understanding the form of the verb in the simple tenses.	Explain the simple tenses, use of the "s" with the 3rd person singular, the "d" or "ed" endings for regular past tense; correct use of shall with 1st person, will with 2nd and 3rd person future. Basic English Review, pp. 91, 92.	Basic English Review, pp. 93, 94.
-determining the form of the perfect tenses.	Explain the "perfect" tenses, how they differ from the simple tenses and use of have, has, had. Basic English Review, pp. 95, 96. Contemporary Writing Skills, p. 86.	Basic English Review, pp. 97, 98.
-learning to use the correct form of irregular verbs.	Explain the three principal parts of a yerb and how irregular verbs do not use the "d" or "ed" to form the past or past participle. Study Basic English Review, pp. 99-102. If student needs more practice use Contemporary Writing Skills, pp. 77-87.	Basic English Review, pp. 103, 104.

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-learning the uses of the verb "to be".	Explain how the verb "to be" has many forms: is - are was - were will be shall be has been had been have been and when used alone acts as an equal sign, the nominative of the subject on one side, the predicate nominative on the other. Demonstrate agreement with the subject Basic English Review, p. 76.	Basic English Review, p. 79.
-understanding the use of the continuous tense.	Demonstrate the use of the verb "to be" as an auxiliary verb with the present participle to form the continuous tense (a form of the present tense). Contemporary Writing Skills, p. 75.	Contemporary Writing Skills, pp. 76, 77.
-understanding the use of auxiliary verbs.	Explain how verbs may consist of more than one word and produce a verb phrase. Note that other verbs, not just the verb "to be" are used as auxiliary verbs. Basic English Review, p. 68.	Basic English Review, p. 72.
-showing how verbs may be separated within the sentence.	Explain that negative words particularly "not" often separate the words of a verb phrase but are not part of the verb. They are adverbs (other adverbs also separate verbs). Basic English Review, p. 69.	Language Exercises Review, p. 57.

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-being able to identify the other verb forms and then uses.	Explain the formation and use of the: subjunctive, active and passive voice, sequence of verb tenses. Contemporary Writing Skills, pp. 89-90	Contemporary Writing Skills, pp. 91, 92.
-being able to identify transitive and intransitive verbs.	Explain how some verbs take a direct object(have a receiver of the action) some never do, some only with certain receivers, but even those that do, need not have a direct object in a sentence, only action verbs. Language Exercises Green Book, p. 87.	Language Exercises Green Book, p. 87.
-being able to identify a predicate nominative.	Review linking verbs (Verb "to be"). Explain how a linking verb can NOT have a receiver of an action since it shows existence and is like an equal sign. What follows it (nominative) is the same as what goes before (nominative). Contemporary Writing Skills, p. 99.	Contemporary Writing Skills, p. 99. Basic English Review, pp. 73-74.
-determining the correct form of the verb following 2 compound subjects.	Review what a compound subject is and how to determine the correct form of the verb to use following it. Basic English Review, pp. 77-78. Contemporary Writing Skills, pp. 100, 101.	Contemporary Writing Skills, p. 101.
-learning to choose the correct form of the verb when it is part of a complicated sentence.	Show how to determine the correct verb form when: the verb and subject are separated; are part of inverted sentences; or the sentence begins with "here" or "there". Contemporary Writing Skills, pp. 102-103.	Contemporary Writing Skills, p. 105.

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-learning when to use sit or set correctly.	Define sit/set: Give principal parts of each and give examples on how to use. Basic English Review, pp. 107, 108.	Language Exercises Review Book, p. 78.
-learning to correctly use lie and lay in its various forms.	Define lie/lay and give the principal parts of each. Note spelling. Language Exercises Green Book, p. 91.	Basic English Review, p. 109.
-learning the correct use of other troublesome verbs.	Explain each pair of misused verbs by definition. Demonstrate use. shall/should leave/let will/would teach/learn may/might rise/raise can/could borrow/lend bring/take/fetch Basic English Review, pp. 111-113.	Basic English Review, pp. 115-119.
-developing the correct use of verb/subject in agreement.	Demonstrate how the subject and verb must agree in person and number and practice with exercises for facility. Language Exercises Review Book, pp. 63-77.	Language Exercises Review, pp. 78, 79.
-understanding the use of the adjective.	Explain how the adjective modifies or describes the noun (pronoun) and answers the questions "What Kind of?", "How Much?", "How Many?". Include predicate objectives after the linking verbs. Basic English Review, pp. 121-122. Contemporary Writing Skills, p. 119.	Language Exercises Blue Book, pp. 88, 91.

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-developing correct use of the article.	Define the article - a particular adjective. Explain that "the" is definite. "A", "an" are indefinite. Review vowels and explain how a - an are determined by sound of the noun that follows. Basic English Review, p. 121.	Language Exercises Blue Book, pp. 92, 93.
-learning to distinguish between the adjective and the noun.	Review the use of the adjective with a noun, how a pronoun stands alone even though the word is spelled the same. Use the demonstratives: "this" - "that" - "these" - "those". Also, define each. Basic English Review, p. 122.	Basic English Review, p. 124.
-being able to identify an adverb.	Explain the use of the adverb, that it modifies verbs, adjectives and other adverbs, how it answers the question: How? Where? and sometimes Why? Basic English Review, pp. 129, 130.	Basic English Review, p. 131.
-determining the adverb by its position within a sentence in relationship to the verb.	Show how the adverb may be placed after the verb or between words of a verb phrase. Contemporary Writing Skills, p. 124.	Language Exercises Green Book, p. 107.
-learning to eliminate the use of double negatives.	Identify the negative words. Demonstrate how two negatives form a positive meaning. Language Exercises Review Book, p. 104.	Language Exercises Review Book, p. 104.
-learning to distinguish the degrees of adjectives and adverbs.	Explain positive/comparative and superlative forms of adjectives and adverbs and when they should be used. Language Exercises Green Book, p. 108. Contemporary Writing Skills, pp. 126-130.	Contemporary Writing Skills, p. 130.

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-determining when to use the adjective/adverb following a linking verb.	Explain the predicate adjective following the linking verb. Include linking verbs not part of verb "to be" which may or may not use the adjective but an adverb. Contemporary Writing Skills, pp. 124, 125.	Contemporary Writing Skills, p.125, 126.
-learning to identify sentences according to structure, simple sentences.	Review the simple sentence - subject and verb. Note that the sentence may consist of only one word - a verb - if the subject is "you" understood - not written. Language Exercises Green Book, p. 38.	Language Exercises Green Book, p. 38.
-distinguishing between a clause, a phrase, and a sentence.	Explain how a clause differs from a phrase by having a subject and a verb but differs from a sentence in that it may not be a complete thought. Show dependent and independent clauses. Language Exercises Green Book, p. 55	Language Exercises Green Book, p. 55.
-using correctly coordinating conjunctions.	Explain use of coordinating conjunctions with words, phrases, or clauses of equal value. Note that they do NOT introduce a sentence (include correlatives). Basic English Review, pp. 139, 140.	Language Exercises Gold Book, p. 93.
-learning to identify sentences according to structure, compound sentences.	Explain how two simple sentences are combined by use of a coordinating conjunction to form a compound sentence. Note the use of the semi-colon to replace the conjunction. Contemporary Writing Skills, pp. 149-150. Basic English Review, p. 183.	Language Exercises Gold Book, p. 115.

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-being able to identify a subordinate conjunction.	Explain how subordinate conjunctions connect by showing time, place, condition, contrast, or reason and link non-equal clauses. Basic English Review, pp. 139-140.	Basic English Review, p. 142.
-learning to construct a complex sentence.	Explain the difference between compound and complex sentences; independent and dependent clauses. Dependent clauses may introduce or conclude a complex sentence. Contemporary Writing Skills, pp. 157-159.	Contemporary Writing Skills, pp. 157-159.
-becoming aware of sentence structure problems with phrase and clause placement.	By using examples of misplaced modifiers and dangling modifiers show that a false meaning is presented. Contemporary Writing Skills, pp. 162-164.	Contemporary Writing Skills, pp. 162-164.
-showing the correct use of parallel construction.	Demonstrate how a sentence using a series of phrases or clauses should be structured in a "parallel" manner using the same verb form throughout. Contemporary Writing Skills, pp. 167, 168.	Contemporary Writing Skills, p. 169.
-learning to use the correct verb tenses in sentences according to sequence.	Explain sequence and how the tense of the verb presents the facts of a sentence in correct order. Contemporary Writing Skills, pp. 169, 170.	Basic English Review, p. 162.
-learning to use "conditional" words correctly.	Show how the word "would" is misused and how it and other conditional words should be used. Contemporary Writing Skills, pp. 170-172.	Contemporary Writing Skills, pp. 172-173.

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-correcting commonly made mistakes in idioms.	Point out commonly made errors and give the correct forms. Contemporary Writing Skills, pp. 182-185. Basic English Review, Section #25, pp. 209, 210.	Basic English Review, pp. 211-212 or Contemporary Writing Skills, pp. 185, 186 or both.
-learning to distinguish between and correctly use two/too/to.	Explain the meaning and part of speech of "two", "too", "to"; demonstrate how each is used. Do "trial exercises." Language Exercises Review Book, p. 32.	Language Exercises Review Book, p. 32.
-determining when to use there/their/they're.	Explain the meaning and part of speech of "there", "their", "they're". Do sample exercises. Language Exercises Review Book, p. 72.	Language Exercises Review Book, p. 72.
-learning to distinguish between other homonyms by use and spelling.	Explain homonyms, their different spellings and meanings. Do practice exercises. Language Exercises Review Book, p. 13.	Language Exercises Review Book, pp. 20-21.
-learning to correctly use "good" and "well".	Define "good" and "well". Review that "good" is an adjective and used to modify a noun, that "well" is an adverb and tells how, when or where and modifies a verb. Show correct use in sentence.	Language Exercises Review Book, p. 76.
-learning correct use of the capital letter.	Go over the rules for capitalization. Explain that it is just as wrong to use a capital letter where it does not belong as to omit it where it does belong. Language Exercises Green Book, p. 3.	Language Exercises Green Book, pp. 3, 4.

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-understanding the need for end punctuation.	Explain each type of end punctuation and the types of sentences which require each. Include the period in abbreviations. Basic English Review, p. 177A	Basic English Review, p. 177, "Exercise B"
-developing the correct use of the comma.	Explain the use of the comma as a "yield" sign requiring hesitation. Explain its use in series, dates, and addresses. Point out common errors. Contemporary Writing Skills, p. 216, 217.	Language Exercises Review Book, p. 5.
-understanding the correct use of the comma.	Explain what "appositives", "parenthetical phrases", "unrelated words", and "direct address" are. Demonstrate how they are separated from the remainder of the sentence by the use of commas. Contemporary Writing Skills, pp. 214, 215.	Language Exercises Gold Book, p. 117.
-learning the correct use of the comma.	Explain the use of the comma with a mild interjection, with "yes" and "no", and when it is used within business and personal letters. Language Exercises Red Book pp. 10, 89.	Language Exercises Gold Book, p. 117.
-learning the correct way to punctuate a quotation.	Define a direct quotation. Demonstrate its position at the beginning, end, and middle of a sentence. Show position of commas, quotation marks, and correct position at end punctuation when the quotation ends the sentence. Language Exercises Gold Book, pp. 10, 11.	Language Exercises Blue Book, pp. 11, 12.

SUBJECT: WRITING SKILLS
MECHANICS OF WRITING

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-learning to correctly use the colon, dash, semi-colon, and hyphen.	Explain when to use the colon, semi-colon, and dash. Demonstrate the difference between a dash and a hyphen. Review the hyphen to separate syllables, particularly at the end of a line. Basic English Review, p. 183.	Basic English Review, p. 188.
-learning to use the apostrophe correctly.	Review the meaning of possessive case of nouns (singular and plural). Show position of the apostrophe with the "s" for both. Give rule applying only to proper nouns which end with "s". Also show use of the apostrophe as part of a contraction. Language Exercises Green Book, p. 6.	Language Exercises Green Book, p. 13.
-becoming aware of combined use of punctuation.	Do "Review Exercises" with mixed punctuation to reinforce rules. Language Exercises Green Book, pp. 6, 7, "Exercise A".	Language Exercises Green Book, p. 7, "Exercises B & C".
-learning correct structure of a letter.	Explain the difference between a friendly letter and a business letter. Show how parts differ. Include addressing of the envelope. Language Exercises Green Book, pp. 113, 114.	Language Exercises Green Book, p. 114.

SUBJECT: WRITING SKILLS
APPLICATION AND ORIGINAL PRESENTATION

Objectives/Skills	Content/Teaching Strategies	Evaluation
-learning the steps in pre-writing.	Explain the necessity of carefully reading the topic and transferring reactions to it onto the written page. Use newspaper for source of current, relevant subjects.	Steck-Vaughn G.E.D. Writing Sample, pp. 17-19.
-developing a pre-writing strategy for the writing sample.	Explain the use of preliminary free-writing. Using topics chosen from sources at teacher's discretion allow 3 minutes for student to write all the thoughts the topic evokes. Monitor to be sure students do not just sit and look at the paper but are writing.	Do a new free writing exercise on a different topic. (Repeat until student is comfortable putting ideas on paper.)
-learning to extract the usable items from the free-writing.	Make a list of the usable items after a free-writing on a particular topic. Eliminate those items that do not apply to the topic. Steck-Vaughn G.E.D. Writing Sample, pp. 28, 29.	Use pp. 29, 30, Steck-Vaughn G.E.D. Writing Sample.
-learning to arrange ideas into paragraph form.	Explain the paragraph. Read Basic English Review, pp. 159, 160.	Basic English Review, pp. 164-166.
-learning to develop introductory paragraph.	Reread the problem/question. Practice restating it. Read pp. 42-44, Steck-Vaughn Writing Sample.	Do as many exercises as needed.
-learning to express a personal point of view on a topic.	Do exercise on persuasive paragraphs in Writing Makes Sense, pp. 42-44.	Do final part of Exercise on p. 44, Writing Makes Sense.
-learning to use supporting ideas to develop the body of the essay (one or two paragraphs).	Read paragraph development and do practice exercises. Writing Guides, pp. 49-52.	Write paragraph with one of the topics on p. 52 of Writing Guides and calculate self with checklist provided.

SUBJECT: WRITING SKILLS
APPLICATION AND ORIGINAL PRESENTATION

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-developing facility in writing the body of the essay.	Read Step 6 and do exercises of Steck-Vaughn G.E.D. Writing Sample, pp. 51-55.	Do exercises in "Writing Application", Steck-Vaughn G.E.D. Writing Sample, pp. 57, 58.
-learning to develop a concluding paragraph for the essay.	Do the exercises in Chapter 7, pp. 59-66 of Steck-Vaughn G.E.D. Writing Sample.	Do part C "Writing Application", Steck-Vaughn G.E.D. Writing Sample, p.67.
-learning to combine the paragraphs into a complete essay.	Read explanation and do exercises in Writing Guides "The Three Paragraph Essay", pp. 129-132.	Write the composition and use the checklist on final product Writing Guides, pp. 132-134.
-providing more practice on writing a basic essay.	Read explanation and do exercises Writing Guides "The Three Paragraph Essay B", pp. 135, 136.	Write the essay according to p. 136 outline. Use checklist when finished. Writing Guides, p. 137.
-learning to improve the basic composition.	Read and do exercises Steck-Vaughn G.E.D. Writing Sample, pp. 69-75. Step 8 "Evaluating and Revising".	Do "Writing Practice" Steck-Vaughn G.E.D. Writing Sample, pp. 75-78.
-providing practice in keeping to the topic.	Read and do exercise on "Keeping to the Topic", Writing Makes Sense, pp. 25, 26.	Write essay on topic of choice. Have another student read it and critique it for topic relationship.
-learning how to proofread the essay and mark corrections for revision.	Read "Proofreading, Revising, and Rewriting", The Cambridge Program for the New York State G.E.D. Writing Sample, pp. 13, 14.	Take any previously written essay and use the proofreading guidelines to correct it.
-developing a facility in writing a 200-word essay according to the requirements of the G.E.D. test.	Read "Writing on Your Own" section of Steck-Vaughn G.E.D. Writing Sample, pp. 79-81.	Write essays using topics on pp. 82-86. Repeat as evaluation indicates.

SUBJECT: WRITING SKILLS
APPLICATION AND ORIGINAL PRESENTATION

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-providing additional practice to prepare for the G.E.D. Essay Writing.	Use the "Power Writing Guide", pp. 89-94, Steck-Vaughn G.E.D. Writing Sample.	Use p. 95 "Coaching Sheets" sample to evaluate. Steck-Vaughn G.E.D. Writing Sample.
-providing more practice in essay writing for the G.E.D. test.	Use "The Warm-Up" exercises and "The Getting Ready" exercises in the Cambridge Program for the New York State G.E.D. Writing Sample, pp. 15-53.	Use the "Holistic Scoring Checklist" given. Fellow students may use this as well as the teacher.
-developing critical skills.	Allow students to work in a group to do any of the previous exercises or work with a partner.	Use the checklists in either basic text to evaluate.

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CHAPTER SIX

COMPUTER LITERACY

Chapter Six - COMPUTER LITERACY

OVERVIEW

We live in an "Information Age." The world in which we live and work is profoundly influenced by the computer. As a result, computers have become an integral part of our lives and the lives of our students. The increasing number of computers in the home and the workplace are producing changes in gathering, distributing, and using information. An understanding, or at least a level of comfort with computers, is no longer a luxury. The knowledge of computers has become a functional living skill.

Computer education in the adult education program is designed to provide students with experiences in using computers. They will become aware of, comfortable with and informed about the technology of computers. Their interaction with computers in the A.B.E. classroom will prepare them to be better citizens of our computer-oriented information age. They will use the computer as a tool for learning, primarily through computer assisted instruction (CAI). Peripheral benefits of computer education will be the enhancement of self-image and the development of feelings of confidence in dealing with the computers as well as exposure to career-personal possibilities of computers.

Computer literacy means different things to different people, depending on their own personal perspective and their level of need. Essentially, computer literacy means the ability to use the computer effectively to meet one's own personal needs. For most people, that involves

only enough understanding of the machine to be at ease in a computer society.

Adult students are often unfamiliar with computers and likely to be easily intimidated by them. It is very important to introduce A.B.E. students to the computer in a non-threatening and positive manner. Once adult students have been exposed to the computer and helped to understand that the computer is merely another tool for their own use, they are usually very willing and eager to use the computer. The computer can be a strong motivational force in the A.B.E. classroom and is a powerful tool for helping adult students learn.

A.B.E. students should be given the opportunity to interact and deal with the computer on a level appropriate for their own individual needs and interests. Most adult students will want to use computer assisted instruction (CAE) for individualized assistance in learning basic skills and acquiring needed knowledge. Computers are well suited for helping to develop higher order thinking and problem solving skills. Application software, word processing, in particular, but also data bases and spreadsheets are tools that many adults want to and need to use. Learning to program in BASIC helps develop problem-solving and thinking skills, as well as programming skills.

A. PROGRAM GOALS:

Computer education in the A.B.E. classroom will provide the opportunity for students to use the computer as a learning tool for:

1. developing and increasing student confidence in being capable of successfully using the computer.
2. basic instruction through computer-assisted learning and/or BASIC programming.
3. problem solving involving higher order thinking skills.
4. acquiring knowledge and understanding of computer technology.

A.B.E. teachers will find the computer a very powerful and useful tool which can be used in many ways to make them more efficient and effective instructors and facilitators. A.B.E. teachers will want to learn to use the following types of software.

Assessment: this software is written solely for the purpose of testing basic academic skills, personal attitudes, student likes and dislikes.

Application Programs: word processing is an invaluable aid for the teacher in designing and creating activities, lessons, and worksheets. Spreadsheets and data bases can be used for record keeping, report-generation, organizing, and managing classroom activities and procedures.

Utilities: utility programs (computer-generated instructional materials) can be used by teachers for such tasks as preparing student materials. Software utility programs can generate word games and puzzles, create banners or posters, randomly generate

mathematics problems and worksheets or prepare a spelling and/or vocabulary lists and drills. Utilities can also help teachers use graphics, charts, and illustrations to dress up student handouts and worksheets.

B. BASIC PROGRAMMING SKILLS:

Suggested materials that can be used to teach BASIC programming are:

Spotlight on Computer Literacy (text)

Bitter's Introduction to Programming in BASIC (text)

Introduction to Applesoft Basic (disk and text)

(See Bibliography p. for further references)

A. BASIC PROGRAMMING SKILLS

Steps to follow in developing a program:

1. Analyze the problem - completely understand all aspects of the problem.
2. Plan solution: algorithms and flowcharts develop strategies and procedures required to arrive at problem solution.
3. Write and enter program.
4. Test and "debug" - test the program with data for which answer is known; any errors or "bugs" must be eliminated.

B. PROGRAMMING IN BASIC

1. Form:

line numbers: lines are usually numbered by 10's to allow insertion of new lines between existing lines.

punctuation marks: ,
;
" "

2. Operation and relation symbols:

a. Operation symbols:

+ addition
- aubtraction
* multiplication
/ division
exponentiation
( )

b. Relation symbols:

< less than
> greater than
= equal to
<> unequal to
<= less than or equal to
>= greater than or equal to

3. String variables and numeric variables

4. Commands:

RUN	-	to execute the program
LOAD	-	to load program from disk to memory
SAVE	-	to store program on disk
HOME	-	to clear the display
DELETE	-	to erase designated file from disk
LOCK	-	to lock designated program (shown by *) to prevent changes or deletion
UNLOCK	-	to unlock designated program to allow changes or deletion
LIST	-	to list (display) all or part of a program
RENAME	-	to rename a file
INIT	-	to format and initialize a disk for use
NEW	-	to erase a program from memory

5. Statements:

PRINT	-	to display output values (Example: 10 PRINT "WHAT IS THE NUMBER?"
LET	-	to assign the value of an expression to a variable (Example: 50 LET X = 4*R)
INPUT	-	to allow the program user to assign values to variables while the program is executing (Example: 80 INPUT R, S, T)
READ	-	to supply values to variables using the values in DATA statements (Example: 70 READ A, B, Z)

DATA - to hold values for variables inside the program
(Example: 200 DATA 4, 5, -18)

GOTO - to transfer execution of the program to a different section of the program
(Example: 130 GOTO 2000)

END - to make the physical end of a program
(Example: 1000 END)

IF...THEN - to alter the sequence of the program depending upon the truth of the IF...THEN statement
(Example: 70 IF 4*X = 3*Y THEN 350)

FOR - to mark the beginning of a set of lines which are to be repeated for a specified number of times
(Example: 50 FOR I = 1 to 25)

NEXT - to indicate the end of a set of lines that are to be repeated
(Example: 150 NEXT I)

GOSUB - to send program control to a subroutine

RETURN - to end subroutine and send program control back to the line following the corresponding GOSUB statement)

STOP - to halt program at point other than the physical end

FLASH - to cause display to flash on and off

INVERSE - to cause display to appear dark on light background

VTAB - to set the line down at which computer begins printing

HTAB - to set the space across at which computer begins printing

NORMAL - to return print to normal following FLASH or INVERSE

SPEED - to set speed at which computer displays information

REM - to allow programmer to put comments in a program listing

6. Functions:

INT - integer
RND - random number
LENS - length
MIDS - mid
SQR - square root

7. Graphics:

low resolution
high resolution

SUGGESTED PROGRAMS:

area of rectangle

odd or even number?

multiples of a number

printing a table

finding an average

prime numbers

create a story (using string variables)

SUBJECT: COMPUTER LITERACY

Objective	Skills	Teacher Strategies & Activities	Evaluation
Upon successful completion the student will be able to:	The student will be able to:	The student will complete:	Successful completion of the listed activities.
——operate the computer system correctly by understanding and practicing established techniques and procedures.	---use hardware: operate the computer system correctly. ---have knowledge of the hardware -input -process (CPU) & memory -output ---manage correct operation (use) of the hardware. ---demonstrate care and use of diskettes.	--Hardware: -Apple Presents Apple -Know Your Apple IIe -Bitter's Introduction to Programming in BASIC, Chapter 1.	
——use educational software that is appropriate for his/her individual needs.	---use educational software - Computer Assisted Instruction (CAI). ---use the computer as an educational tool for learning specific skills, facts, concepts. ---use computer for tutorial purpose: to teach new concepts. ---use computer for drill and practice; to reinforce concepts previously learned. ---use computer for simulation: to model an experiment or real world experience. ---use computer for problem solving: to stimulate and develop problem solving strategies, as well as	--Software: -CAI educational software chosen by the student and/or teacher that is appropriate for the student's educational needs.	

SUBJECT: COMPUTER LITERACY

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion the student will be able to:	The student will be able to:	The student will complete:	Successful completion of the listed activities.
	reasoning and logical thinking skills.		
	---use computer for educational games; educational material in game format.		
	---use effectively the following software:	--Application (tool) software	
	-word processing; use of computer to write, manipulate, and edit text.	--Word processing: -Spotlight on Computer Applications, Unit 1. -MECC Composing Information Series -Appleworks	
	---data bases: use of computer to store and access data.	--Data bases: -Spotlight on Computer Applications, Unit 2. -MECC Accessing Information Series -Appleworks -Data Handler	
	---electronic spreadsheets: use of computer to work with numbers and formulas usually in rows and columns to do accounting.	--Electronic spreadsheets: -Spotlight on Computer Applications, Unit 3. -Appleworks -VISICALC -Computing Tools: Spreadsheets.	

SUBJECT: COMPUTER LITERACY

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion the student will be able to:	The student will be able to:	The student will complete:	Successful completion of the listed activities.
	---acquire adequate keyboarding skills	--Keyboarding -MECC Keyboarding Series	
	---do BASIC programming (see outline of BASIC programming skills).	-BASIC programming (see BASIC programming skills).	
---understand what a computer is.	---understand what a computer is by definition and description.	--work from the following: -Help With Computer Literacy, Unit 2. -Computer Literacy, pp. 8-11. -Focusing on Computers, pp. 2-7. -Spotlight on Computer Literacy, Chapter 1.	
---understand how a computer works.	---know how the computer works. ---understand the components of a computer -input device -output device -memory (storage), RAM, ROM, external storage -CPU (Central Processing Unit): control unit ALU (Arithmetic and Logic Unit). ---know the functions of the various devices for each computer component.	-Help With Computer Literacy, Units 2 & 4. -Computer Literacy, pp. 12-31 and Part D. -Focusing on Computers, Chapter 3. -Spotlight on Computer Literacy, Chapters 2, 3, 4, 5, 6 and 7.	

SUBJECT: COMPUTER LITERACY

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion the student will be able to:	The student will be able to:	The student will complete:	Successful completion of the listed activities.
	---understand how computers process data: bits, bytes, binary math.		
——know basic computer terminology.	---become familiar with computer terminology.	-Computer Dictionary -glossaries in any of listed texts.	
——demonstrate an understanding of the history and development of computers.	---learn about the history and development of computers: -early calculating devices -early calculating machines -the loom and the punch card -the analytical engine and the tabulating machine -the first computers (first generation) - vacuum tubes -second generation computers- transistors -third generation computers- integrated circuits, chips -fourth generation - micro-processor, micro-computer, PC. -fifth generation - artificial intelligence.	-Help with Computer Literacy, pp. 8-16. -Computer Literacy, Part B. -Focusing on Computers, Chapter 2. -Spotlight on Computer Literacy, Chapters 8 and 9.	
——be aware of the impact of computers on people and society, both now and in the future.	---understand applications and implications of computers in today's society.	--work dealing with impact of computers from the following: -Computer Literacy, pp. 49-59 and Part F.	

SUBJECT: COMPUTER LITERACY

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion the student will be able to:	The student will be able to:	The student will complete:	Successful completion of the listed activities.
	---learn about the impact of computers.	-Focusing on Computers, Chapters 8 and 9.	
	---familiarize self about the use of computers in: -education -business -government -medicine -home	-Spotlight on Computer Literacy, Chapter 10.	
	---become aware of the future of computers: -artificial intelligence -robotics		
——be aware of the many jobs and careers associated with the use of computers.	---learn about careers in computing.	-Help With Computer Literacy, Unit 7.	
	---be able to identify careers directly related to computers.	-Computer Literacy, pp. 60-65.	
	---relate computer usage to job opportunities.	-Focusing on Computers, Chapter 9.	
		-Spotlight on Computer Literacy, Chapter 12.	
		-New Jobs/New Technology	
——become aware of social and ethical implications of computer usage, as well as limitations, disadvantages and advantages of computers.	---become aware of social and ethical implications in areas such as: -computer crime -privacy -misuses of computers	-Computer Literacy, pp. 66-68. -Spotlight on Computer Literacy, Chapter 11. -Focusing on Computers, Chapter 10.	

SUBJECT: COMPUTER LITERACY

Objective	Skills	Teacher Strategies & Activities	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page	Continued from previous page
Upon successful completion the student will be able to:	The student will be able to: -computer errors -limitations, disadvantages, advantages of computer use.	The student will complete:	Successful completion of the listed activities.

COMPUTER LITERACY MATERIALS

The following materials (books and software) are examples of appropriate computer literacy material which can be used in the teaching of the skills and knowledge outlined in this guide.

Title	Publisher	Copyright	Type of Material
Apple For The Beginning Beginner	Enrich/Ohaus	1983	book
"Apple Presents Apple"	Apple Computer	1982	disk
"Appleworks"	Apple Computer	1984	disks & manual
Bitter's Introduction to Programming in BASIC: For T	Random House	1985	book
Computer Dictionary	Scholastic	1984	book
Computer Literacy: Problem Solving With Computers	Sterling Swift	1981	book
Computer Literacy	Educational Design, Inc.	1985	book
Computer Thinking	Scholastic	1984	book
"Computing Tools: Spreadsheets"	MECC	1984	disk & manual
"Data Handler"	MECC	1983	disk & manual
Focusing on Computers	Steck-Vaughn	1986	book
Help With Computer Literacy	Houghton-Mifflin	1984	book
Introduction to Applesoft Basic	MECC	1980	disk, test & manual
"Know Your Apple IIe"	MUSE		disk
"MECC Accessing Information"	MECC	1985	disks & manual
"MECC Composing Information Series"	MECC	1985	disks & manual
"MECC Keyboarding Series"	MECC	1985	disks
New Jobs/New Technology	Scholastic	1984	book
Spotlight on Computer Applications	Random House	1985	book
Spotlight on Computer Literacy	Random House	1985	book
Understanding Computers	Scholastic	1984	book
"Visicalc"	Visicorp		disks & manual
Word Processing	Scholastic	1984	book

CHAPTER SEVEN

COPING SKILLS

Chapter Seven - COPING SKILLS

OVERVIEW

The purpose of the Coping Skills lessons is to allow the student to develop as an individual, capable of facing the problems of everyday life and dealing with the problems in a reasonable and productive manner.

These lessons include basic academic skills which are essential to successfully perform the required tasks to resolve the problem.

The areas covered in these lessons are based on the suggested goals and objectives provided by the ADULT APL Survey as prepared by the American College Testing Program and include the five Adult Performance Level (APL) Divisions: Community Resources, Occupational Knowledge, Consumer Economics, Health, and Government.

Within the lessons are exercises that require reading, problem solving, writing, computation and identification of facts and terms.

Whereas the coping skills included are broad in scope, there may be different coping skills for which the teacher sees a need. The following may serve as a guide.

Coping Skills

A. COMMUNITY RESOURCES

Goal of the Unit: To understand what community resources are available and how to use them.

Objectives/Skills	Content/Teaching Strategies	Evaluation
-identifying community resources.	List types of community resources which are available in your area. Read: Using Community Resources, pp. 5-7. (Use Directory of Community Resources)	Be able to use local phone book with ease. List what city offers.
-learning to use the phone book as a resource (white pages).	Demonstrate use of the white pages of the phone book. Use Lessons 2 and 3 of Using Community Resources, pp. 9-18.	Do exercises at the end of each
-learning to use the phone book as a resource (yellow pages)	Demonstrate use of the yellow pages of the phone book. Use Lessons 4, 5, 6 of Using Community Resources, pp. 19-33.	Do exercises at end of each lesson, pp. 23, 28, 33.
-applying use of the local phone book to finding local community resources.	Use original list of resources made from phone books. Add other listings student can now locate after completing lessons. Look over Activity I, p. 34, Using Community Resources.	Do p. 35 "Activity" Using Community Resources, p. 35, but use Cincinnati as the community.
-getting to know what types of recreation are available.	Use the phone book to find the location of the local parks, list them, find the number to call to get further information on activities.	Successfully call and get the information regarding parks.
-learning to use the daily newspaper to find information on recreational activities.	Take Thursday's edition of the Cincinnati Enquirer "Weekender" page of "Tempo Section." Read through and list any activities which are available in the parks. List and note phone number if given.	Call for particulars on chosen activity, write for information

Coping Skills

SUBJECT: COMMUNITY RESOURCES (cont.)

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-learning to use the daily paper to find other recreational activities, such as movies, plays, concerts.	Have students list their choice of entertainment. Use Sunday paper, amusements section to find their choice. Determine if the time, location, and price are within the range of affordability.	Be able to: write choice of entertainment. List cost, time and day and location.
-learning to be prepared for certain activities. (License, equipment, etc.)	Have students list types of outdoor activities they prefer. Identify where they can be accomplished. Note types of equipment, scheduling, reservation they need.	Write a paragraph giving their choice and needs.
-learning to use the public library.	Use the phone book to locate their closest branch library. Discuss how to apply for a card, what information must be given and the responsibilities required of persons using the library.	Call library and inquire what must be done to get a card. Secure a library card.
-learning what other sources can be used to find information on community activities.	Make a list of other informational sources, e.g., community papers, bulletin boards, radio and TV announcements. What kind of information they could provide should be discussed.	Have students tell where they would put a notice of GED/ABE class availability.
-learning how to get to another location - transportation.	Use the phone book yellow pages to find out areas served by the local bus system. Identify routes and bus numbers.	Describe which bus a student would take from home to a specific location (not school).
-learning to read a timetable for different types of transportation.	Use Lesson #16 Going Out/Getting Around, pp. 81-86. Do exercises orally as a group lesson.	Apply to local bus system for information. Give time bus would leave school and time the student should arrive home.
-learning to read a street/road map.	Use Lesson #17. Going Out/Getting Around, pp. 87-91. Use a Cincinnati map to localize lesson. (Phone books have usable ones.)	Do pp. 91, 92 of Going Out/Getting Around, "Checking Progress."
-learning how to plan a trip to another city.	Use Unit 3 of Going Out/Getting Around, "Taking a Car Trip." Take each lesson as a separate unit. Lesson 10-14, pp. 48-73.	Do "Progress Checks" at the end of each lesson.

Coping Skills
SUBJECT: COMMUNITY RESOURCES (Continued)

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page Be able to:
-learning to choose a place to eat which student can afford and which is convenient.	Use Unit 2 of Going Out/Getting Around, "Dining Out." Take each lesson as a separate unit. Lesson 6-9, pp. 26-45.	Do "Progress Checks" at the end of each lesson.
-learning how to use emergency agencies, Police-Fire Departments, etc.	Use Using Community Resources, Unit 2 Lesson 4, "Emergency Telephone Numbers." Read pp. 51-55. Do exercises in lesson and discuss which agency to call for a particular emergency.	Have students use phone book to find/record their own emergency numbers.
-learning how to get a Social Security card or apply for a new one when the original is lost.	Use the phone book to locate the nearest Social Security Office. Then read Unit 4, Form 20, pp. 75, 76 of Forms in Your Future.	Do sample application (Copy pp. 77) Forms in Your Future.
-learning how to apply for a driver's license.	Check Ohio State requirements for a driver's license. Review with students. Read Lesson #9 of Forms in Your Future, pp. 55-58. Go over application form. (Use a copy of a real Ohio application if available.)	Forms in Your Future, Form 22, pp. 81-84.
-learning how to get car or motorcycle license registration.	Use Ohio Regulations for car registration. Have students call Department of Motor Vehicles and ask for information. Use phone book to locate the number.	Have students list what they need to get the registration.
-learning how to get postal information.	Use the phone book to determine the closest post office. Use phone book to find zip codes and learn how to correctly use them.	Give list of 10 street addresses. Have students write the correct zip code for each.

Coping Skills

B. OCCUPATIONAL KNOWLEDGE

Goal of the Unit: To develop knowledge about occupations to help individuals secure employment fitting their needs and interests.

Objectives/Skills	Content/Teaching Strategies	Evaluation
-helping students to become with types of occupations.	Use text, Occupations. Use each chapter as a separate lesson. Read each and define terms.	Do exercises at the end of each chapter of Occupations.
-helping students develop job seeking skills.	Use text, Finding Work. Use each chapter as a separate lesson. Read each chapter and do the exercises of that chapter.	Do "Activities" at the end of each unit of Finding Work.
-preparing student to fill out job applications.	Read "Forms 3-4-5" of Forms in Your Future, pp. 8-20. Go over parts of the application.	Get job application forms from businesses and have students fill them out.
	Discuss what information an applicant should take with them when filling out an application.	
-helping the student develop better skills for job interviewing.	Have students use the text, Effective Employment Interviews. Read silently.	Use the exercises at the end of each unit.
	Do the "Keys to Success" of each chapter as basis for discussion if groups can be used. Otherwise, do individually with the students.	
-becoming familiar with the Dictionary of Occupational Titles.	Introduce the book, Dictionary of Occupational Titles. Use the introduction of the book to demonstrate the purpose of the book. Develop lesson introducing basic information for using the text.	Make list of 5 jobs to be researched. Have students tell why they would or would not like that job. Do orally or in a written paragraph.
	First, go through categories, divisions and groups. Then find specific types of job interest. Next look up requirements of the job.	

Coping Skills
SUBJECT: OCCUPATIONAL KNOWLEDGE (Continued)

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page This may be done individually or as a group.	Continued from previous page
-learning to correctly read the information given on the paycheck.	Use the text, Paycheck. Read text and study forms and entries on pseudo forms presented. (If students are working, have them use their own check stub for analysis.) Remind students to retain the stubs of their paychecks if needed for later use.	Make a pseudo paycheck with stub. Design series of questions relating to it. Use as a quiz.
-learning to get a job by using the techniques of a successful applicant.	Use the text, Martin's Magic Formula for Getting the Right Job. Read each chapter and use as a separate lesson. Do as many sections of each unit with a group using the content of the chapter for topics of discussion.	Do the "Review Questions" at the end of each chapter.
-developing more assurance in job search skills.	Use text, Getting and Keeping a Job to help determine self readiness for job seeking. Have student read text. Use as basis for role playing the job situation described.	Have student do "Skills Index" on p. 57 of text.

Coping Skills

C. CONSUMER ECONOMICS

Goal: To teach the student how to manage well his personal finances and budgeting.

Objectives/Skills	Content/Teaching Strategies	Evaluation
-learning the value of making a budget and how to do it.	Read Lesson #1 "Why Budget?" of Budgeting, pp. 5-8. Discuss with students why they should make a budget.	Do p. 9 of Budgeting.
	Read pp. 10, 11 of Budgeting. Lesson 2 "Income". Make out Form #1 for own income, p. 12.	Do p. 13 of Budgeting.
	Read pp. 14-16 of Budgeting. Lesson 3 "Fixed Expenses". Make out chart (p. 17) by using personal information.	
	Read pp. 19, 20 of Budgeting. Lesson 4 "Changing Expenses". Make out chart pp. 21-23 based on student's own expenses.	Do pp. 25-27 "Activities to evaluate unit on budgeting.
-learning how to fill out employee's withholding form.	Read Lesson 21, pp. 78, 79 of Forms in Your Future on employee withholding. Discuss terminology.	Do p. 80 of Forms in Your Future.
-filling out forms required by Internal Revenue.	Read pp. 89, 90, Form #24, "Federal Income Tax", Short Form. Do activities pp. 91, 92 of Forms in Your Future.	Do one evaluation for the next lesson.
-filling out forms required by Internal Revenue.	Read pp. 12, 13 of Scoring High in Survival Reading, Form #25 "Federal Income Tax" Long Form p. 93, Forms in Your Future.	Do pp. 96, 97 based on information given on pp. 94, 95.
-learning how to calculate sales tax.	Read p. 20, Scoring High in Survival Reading, and practice with the chart in finding the sales tax on particular amounts	Do p. 21 of Scoring High in Survival Reading.

SUBJECT: CONSUMER ECONOMICS (Continued)

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
	of sales (if student can do percent problems apply to this practice.	Do p. 137 of Essential Mathematics for Life, "Decimals and Fractions."
-being able to use money with understanding of value.	Go over U.S. coins and bills by name and value as needed. Review use of "$" and "¢" and placement of the decimal point.	Do "Activities" pp. 15-17, Essential Mathematics for Life, "Decimals and Fractions."
-understanding the use of the check as money and requirements of a checking account.	Read Part Two - "At the Bank", pp. 35-37 of Forms in Your Future. Use duplicates of deposit slips, to practice for machine deposit.	Have student fill out deposit slips as per directions on pp. 38-39 of Forms in Your Future.
	Read pp. 39-41 of Forms in Your Future.	
-learning how to write a check.	Read pp. 41-44 in Forms in Your Future. Practice writing checks (make duplicate copies) as per directions given in lesson.	Do Form #12 of Forms in Your Future, p. 44 after reading pp. 42 and 43.
-understanding information on monthly bank statement for a checking account.	Read pp. 45, 46, Form #13 of Forms in Your Future.	Do pp. 47, 48 "Activities" of Form #13, Forms in Your Future.
	Discuss terms that apply and are found on statement.	
-learning to use a savings account and understanding its forms.	Read pp. 48-52 of Forms in Your Future, "Savings Deposit/Withdrawal Slips." Do exercises given.	Fill out duplicate copies of deposit/withdrawal slips, pp. 34, 35 of Forms in Your Future.
	Explain Interest and how to figure it. Do exercises p. 36 of Forms in Your Future.	
-learning the responsibility of buying with a credit card.	Read Lesson 8, pp. 67-71 and do exercises in You the Buyer.	Do p. 25 in Scoring High in Survival Reading.

Coping Skills
SUBJECT: CONSUMER ECONOMICS (Continued)

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page Read Lesson 11, "Credit Card Application", pp. 63-66 and do exercises.	Continued from previous page
-learning what is required in applying for a loan.	Read pp. 71-76 of Forms in Your Future, "Car Loan Application". Practice filling out form on p. 73.	Fill out copy of p. 75 form in Forms in Your Future.
-learning what to look for and do when buying a car.	Use text, So You Want to Buy a Car. Read, do exercises from text.	Have students use car ads and evaluate which car would be best buy. Use factors in lesson - write reasons. Do pp. 78-81 of You the Buyer.
-learning to get the best values in the supermarket.	Use text, Survival at the Supermarket. Do exercises in text. For exercises use pp. 66-112 of Everyday Consumer English.	
-learning how to shop more easily in a department store.	Read Lesson 10, pp. 82-86 of You the Buyer and do exercises.	Do p. 57 "Buyer Check-Up", You the Buyer.
-learning to do mail order shopping.	Read Lesson 11, "Shopping through the Mail", pp. 88-94 of You the Buyer. Do exercises for the lesson.	Do pp. 94-96, "Buyer Check-Up" of You the Buyer.
-learning what a warranty is.	Read Lesson 12, "Understanding Warranties" of You the Buyer, pp. 97-101.	Do p. 101, "Buyers Check-Up" from You the Buyer.
-learning how to shop through the yellow pages and the newspaper.	Do unit #1, "The Buyers' Opinion", pp. 2-40 of You the Buyer. Do activities from each lesson.	Do "Buyers' Check-Up", pp. 40-45 of You the Buyer.

Coping Skills
SUBJECT: CONSUMER ECONOMICS (Continued)

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page	Continued from previous page
-understanding measurement and conversion.	Do unit of Essential Mathematics for pp. 102-125. Do exercises contained within this lesson.	Do post test Unit 8, pp. 126, 127, Essential Mathematics for Life.
-learning how to look for an apartment.	Read Leases and Landlords. Read and do exercises in Renting it Right. (use both books in their entirety)	Use ads in the newspapers and determine (with call, if necessary) which would be best for the student. Use guidelines which have been taught.
-learning to read a utility bill.	Read pp. 18, 19 of Scoring High in Survival Reading. Do exercise as part of the unit.	Use a real utility bill (copy). Explain parts.
-learning how to apply for insurance.	Describe types of insurance: Life, Health, Home Owners, Automobile. Read Units 18, 19 of Forms in Your Future. Discuss terms, pp. 65-70.	Do exercises for Forms #18-19 of Forms in Your Future, pp. 71-74.

Coping Skills

SUBJECT: HEALTH

GOAL: To learn the practices of good physical and mental health

Objectives/Skills	Content/Teaching Strategies	Evaluation
-learning ways of preventing injury and illness and maintaining good health.	Use the text, Health. Use each chapter as a lesson. Read each chapter and learn terms as they apply. Do as group exercise if class situation lends itself to it. Allow for discussion.	Do exercises at the end of each chapter.
-learning to compare costs of health aids.	Explain how certain health aids are necessary in every home and how to find the best place to purchase them. Read pp. 123, 157 of Essential Mathematics for Life. Discuss the use of each of the items listed as well as others which should be kept on hand. Do #1 to #6 of the exercises.	Do #7, p. 157 of Essential Mathematics for Life and make a report to the class.
-familiarizing students with the Metric System.	Explain that the measurements of medicine are in the metric units. Explain the basic units of the metric system as compared to other units of measurement used in the U.S. Use Lesson 41, p. 119 of Essential Mathematics for Life and work conversion problems.	Do metric measurement problems p. 158, Essential Mathematics for Life.
-learning how to read labels and instructions to help prevent accidents and protect self and family from harm.	Use Scoring High in Survival Reading, pp. 6-19. Use each separate lesson as a single unit. If a group lesson is possible use each reading as the basis for discussion. ["Taking Medicine", "First Aid", "Instructions", "Warning Labels",	Scoring High in Survival Reading. Have students bring in labels or signs which they feel are important to topic. Do exercises for each lesson, pp. 6-19 of Scoring High in Survival Reading.

Coping Skills
SUBJECT: HEALTH (Continued)

Objectives/Skills	Content/Teaching Strategies	Evaluation
Continued from previous page	Continued from previous page "Fire Information", "Conservation", "Garden Sprays".]	Continued from previous page
-learning to read the yellow pages for locating medical help.	Read pp. 47-57 of Using Consumer Resources. Discuss terminology if class or small group lesson is possible. Do exercises with each unit. Use local yellow pages to expand on unit exercises.	Do "Activity #1", pp. 56, 57 of Using Consumer Resources.
-learning how to get medical assistance.	Use text, Getting Medical Assistance. Use each chapter as an individual lesson. Do exercises as part of each lesson.	Do activities at end of the text, pp. 53-59, Getting Medical Assistance.
-developing a worthwhile perspective on parenthood.	Use the text, Better Living, pp. 68-82. Read lessons and case histories. If possible have class/group discussions of each case.	Do exercises with each lesson.
-further developing an awareness of good health maintenance.	Use the text, Safe and Sound. Take each part as a separate unit or lesson. Read each case history, define terms. If possible have a group discussion after each unit. ["Planned Parenthood", "Prenatal Care", "Baby Care", "Accident Prevention", "First Aid"]	Do exercises at the end of each part.

Coping Skills

E. GOVERNMENT AND LAW

GOAL: To learn how the government functions and the place of the individual within the system.

Objectives/Skills	Content/Teaching Strategies	Evaluation
-learning about the government and how it functions.	Use the text, Your Government. Take each chapter as an individual lesson. Read and learn terms which apply.	Do exercise at end of each chapter.
-learning the individual's rights and responsibilities under the law.	Use the text, Your Rights and the Law. Take each chapter as an individual lesson. Read and learn the terms which apply.	Do exercise at the end of each chapter.
-learning how the voter takes part in government.	Use the text, Government and Law. Take each chapter as an individual lesson. Read and learn terms which apply.	Do exercises at the end of each chapter.
-learning how to register to vote.	Read Form #26 of Forms in Your Future. Do exercises with the lesson. Note: Some A.B.E. teachers act as Deputy Registrats for the Board of Elections.	Arrange for students to register to vote.

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Safe and Sound, CAL Central Press, 1965

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